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CONTENTS

PAGE

FRONTISPIECE—Luther Burbank.....152

EDITORIAL:

The Legislature	A. H. C.	153
Summer Education	F. MacC.	154
Luther Burbank—The Man of Tomorrow	Arthur H. Chamberlain	155
Burbank: A Reading Lesson for Children	James A. Barr	162
Geography and the Higher Citizenship	J. Russell Smith	164

COUNCIL COMMITTEE REPORTS:

Improvement of Teachers in the Profession	H. B. Wilson, Chairman	165
Measuring Abilities and Capacities of Teachers	George C. Bush, Chairman	168
Teachers' Honey?—Cartoon		167
More Life in the Junior High	Wm. S. Casselberry	170
Some Don'ts for the School Teacher	Alice Marsh	172
The Log of a Substitute Teacher—Verse	Elizabeth B. Marsh	173
Forms of Citizenship	Cree T. Work	174
Mental Age and Education of Children	Frank M. Wood	175
The Message of the Clock—Verse	Dilbert Brunton	176
Makes National Tour of Printing Schools		177

OFFICIAL DEPARTMENT CALIFORNIA CONGRESS

OF MOTHERS AND P. T. A.:

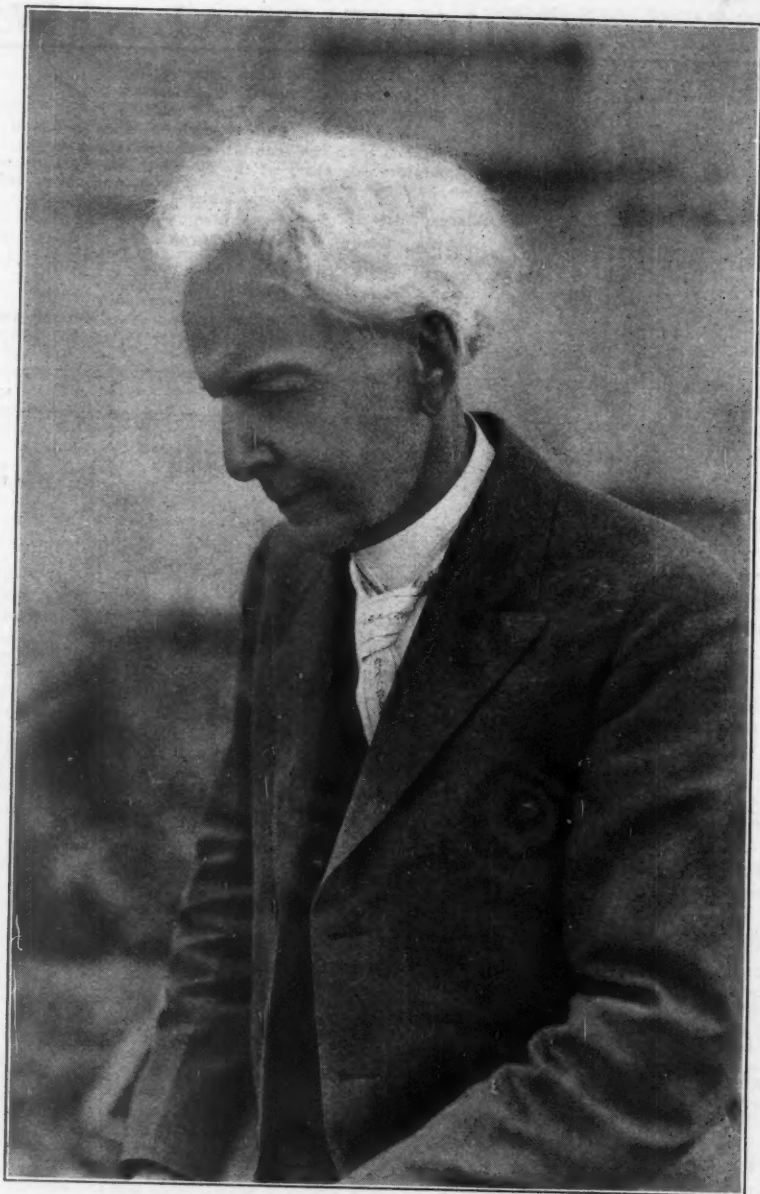
The State Legislature	Mrs. Hugh Bradford	178
Executive Board Meeting	Mrs. George Wale	178

FROM THE FIELD:

Admission to Our State University	B. M. Woods, A. C. Olney	179
High School Principals' Convention	A. C. Olney	179
Junior High School Literature	Elizabeth B. Marsh	179
Orange County	Isabel M. Little	179

EDUCATIONAL LITERATURE

If I were a Boy Again	Chas. C. Hughes	180
Notes and Comment		187
Visual Education in Some American Cities		187



LUTHER BURBANK
A Portrait Study



EDITORIAL



THE FIRST half of the present Legislative Session did its part to add to an already voluminous body of state school laws. There were 131 bills introduced relating to education, of which number 41 were Senate bills and

90 were Assembly bills, to which
THE LEGISLATURE should be added 3
 Assembly constitu-

tional amendments and 2 Senate and an Assembly concurrent resolutions. On the whole this is not so bad a record when we consider that in a recent session of the Legislature there were nearly 500 bills introduced.

In the present instance the state would have been better off had these 131 bills been reduced to 31. The organized teaching bodies of the state and the state school authorities were responsible for a comparatively small number of important, state-wide measures. As usual, numerous bills were introduced by senators or assemblymen without consultation with the school interests. A very few reflected the opinions of individual teachers or small groups. For the most part, however, there was this year splendid cooperation all along the line and a disposition on the part of all to work through the California Teachers' Association. We have never known a better spirit nor a more helpful interest to be shown by all teachers.

Legislative Bulletin No. 1 has been sent out from the office of the California Teachers' Association to over 1000 interested persons, including all city, county and district superintendents, members of the State Council of Education, state

school officials, presidents and deans of teachers' colleges and college education departments, principals of high and junior high schools, rural school supervisors, officers of local education associations, teachers' clubs, etc., officers of Federation of Mothers Clubs, Association of Parents and Teachers and others. We regret we could not supply this bulletin to every teacher in the state.

Retirement Salaries

The convention of City and County Superintendents, State Council, and state school officials were unanimous in advising that no change be made at this time in the Retirement Salary Law. All have realized fully that as at present organized, the sources of the fund are too meagre and too fluctuating. Either the funds accruing from the inheritance tax should be increased or other financial sources should be developed. The question of a larger annual payment by the annuitant has also been under consideration. And with it all the Retirement Salary should be increased. The suggested amount of \$720.00 is not too great.

But information is not in hand upon which to base accurate conclusions in this matter. And now comes a report made by an accountant, and based on a purely superficial investigation. He finds that the fund is "insolvent". His figures reveal a "deficit" of 32 million dollars. He advises changes and modifications necessary to safeguard the fund. The Governor, on receipt of this report from the State Board of Education, which body makes no recommendation, places the entire matter before the Legislature.

In reply to the scores of communica-

tions that are constantly reaching our desk, we express the opinion that there is no need for apprehension. We believe now, as we have believed and advised all along, that the first move should be a careful and complete investigation of the fund and its various sources. There should be appointed by the legislature a joint committee of Senate and Assembly, which together with state school officials and representatives of the State Teachers Association should be empowered to make a thorough investigation. A competent actuary should be put to work. This actuary should realize that he is investigating a teacher's retirement plan, and not an ordinary insurance plan. He should realize further that not all of those who begin paying into the fund continue teaching to the close of the 30-year period. And he should realize that of those men and women who, having taught 30 years and who are now in service, few indeed retire at once to bask in the sunshine of a peaceful and prosperous old age, on a princely stipend of \$500 annually.

Such committee should be appointed and an appropriation made for its use. In the meantime two measures prepared by the State Board of Education (A. B. 324, 325, Hartranft), should be passed. No other bills referring to the Retirement Salary Act should be enacted at this time.

Tenure Law

Our editorial under this caption appearing in the February issue, sets forth clearly the situation to date. The convention of City and County Superintendents and the State Council advised against any action this year as affecting the present law. The superior court decision, holding the law unconstitutional, resulted in the introduction of A. B. 1120, Eksward.

All teachers and school officers should study the bill closely. It proposes no change whatever over present conditions, save to bring all teachers under the law, where now those teachers in schools of 7 teachers or less are not subject to the law. Teachers, principals and superintendents are sadly divided on this whole question of tenure. Side by side with those who strongly favor tenure, are those who just as strongly oppose it. The question of tenure and of the proposed bill should receive the attention of every teacher in the state.

The Duell Bill

School people generally should see their respective senators and assemblymen and point out clearly the vicious character of A. B. 1128, introduced by Assemblyman Duell of Chico. A divided authority is never in the best interests of the state or community. The bill, if enacted into law, will result in unwholesome political situations. A public hearing should be required and the bill should be killed.

A. H. C.

ONE of the most inspiring and forward-looking features of present-day education in America is the rising tide of summer education. It was only yesterday in American history that education was largely confined to a bleak

and brief winter season. In the summer everyone, — men, women and children, —

labored in the fields from dawn until moonlight. A hard, incessant grind of unescapable farm labor dominated the summer. This applied even in villages and other small communities.

Now the summer-time is rich in educational opportunities. Many hundreds of summer schools are scattered throughout the land. Summer camps, summer

(Continued on Page 201)

LUTHER BURBANK—THE MAN OF TOMORROW

ARTHUR H. CHAMBERLAIN

IT IS characteristic of many really great men that they are modest, unaffected, retiring. They are quiet in their tastes, simple in their speech, temperate in all their acts. They seek neither notoriety, nor publicity, nor the acclaim of the multitude. They speak little; they think much. They concentrate, investigate, experiment, and are ever ready to accept new truth as a substitute for tradition or fiction or dogma. They are thrifty of their time and their energy. They are satisfied only with all the facts, are willing to give credit to others and are ever ready to modify their conclusions in the light of further research and fuller knowledge. Such are the men who make the largest and most worthwhile contribution to the world in all that pertains to material wealth, to creature comforts, to personal satisfactions, to bodily health and to spiritual well-being.

Burbank Twenty-five Years Ago

Some time in the autumn of 1900, the writer of this article undertook to persuade one of the world's great men, as above characterized, to make a public address. For a number of years previous to that time, the attention of the civilized world had been directed to the results of this man's experiments and investigations. We expressed to him the hope that he would present, to a group of thoughtful people, something of the character of his experiments and the results of his work. To our dismay the invitation was at first declined. This man,—modest, unaffected, retiring,—assured us that such role as public speaker was impossible for him; he never appeared in public; he was timid; he had neither power of expression nor personal magnetism to hold an audience; he was not deserving the compliment we paid him in our invitation, and regretted he was unable to accept.

Our appeal at last prevailed. The evening arrived and with it came—Luther Burbank! Never shall we forget the hour when we presented him to the eager and sympathetic audience. Rising in his place and speaking at first hesitatingly, apologetically even, he soon became rapt in his theme. The audience sat thrilled at the wonderful story of effort, of obstacles overcome, of accomplishment, as it

flowed straightforward, direct, and entirely devoid of self-praise, from the lips of Luther Burbank.

At His Home in Santa Rosa

On January 10th last, we paid our most recent visit to this world-famous man. As we entered his comfortable home at Santa Rosa, he came to meet us with apology that we had been kept waiting a scant three minutes. We were reminded of that earlier day and could not refrain the thought that here, after a quarter century of achievement, with honors thrust upon him, was the same modest, unassuming Luther Burbank. Now, as then, he prefers to work, to experiment, to think, to accomplish, rather than to appear in public. He possesses all the qualities of scientist, scholar, philosopher, philanthropist and friend of humanity.

On the day of our last visit new experiments were under way. Mr. Burbank that morning had an untried man in the field. Care must be exercised that certain work be started properly. Articles for publication awaited completion; correspondence piled his desk; scores of publicists, scientists, business men, authors, agriculturists, tourists, the curious and the serious, were ready to come from the farthest corners of the continent in anticipation of a few minutes of his time. Realizing all this we said to Mr. Burbank that we would make our stay brief. "You will do nothing of the kind," he replied, "you will stay until I tire you out." With such a greeting thus began one of the most interesting afternoons in my experience.

Boyhood on the Farm

THE impetus that started Mr. Burbank as a boy toward his accomplishments that have revolutionized plant improvement through artificial selection, came from contact with the farm. As a farm boy he first began to manifest that observation that has led to many of his great achievements. Observation, thought and concentration, coupled with his mother's interest in study and in the out-of-doors made Luther Burbank. He walked three miles each day to and from school and worked at night. His master remarked that he "noticed that the students who had the best lessons were not those who lived in town but

Encl. Address "Edison, New York"

*From the Laboratory
Thomas A. Edison,
Orange, N.J.*

January 27, 1925.

Mr. Arthur H. Chamberlain,
Executive Secretary,
California Council of Education,
Phelan Building,
San Francisco, California.

Dear Mr. Chamberlain:

In reply to your letter of January 20th let me say that I consider Luther Burbank is one of the greatest assets of the Americans. Nature seems to have chosen him to be her schoolmaster for the training of the lowly plant and leading it to a higher life.

I cannot conceive of a more useful man nor of a better example of the highest type that has as yet been reached by the Aryan Race of men.

I sincerely hope that Mr. Burbank may be spared to the world for many years.

Yours very truly,

Thos A Edison.

TAE:O

Letter From Thomas A. Edison

those who walked the longest distance." Mr. Burbank recalled this statement of his early master and expressed good-natured disdain for those who excused themselves for not being prepared in their lessons, by saying they had so much outside work, with long distance to travel, that they could not prepare properly.

Text Books and Intelligence Tests

"I thank my lucky stars that I was never taught the old-fashioned form of botany in school." Thus spoke Mr. Burbank with a twinkle in his eye, in reply to our inquiry as to what text books he would recommend as a

guide and inspiration for the youth to interest them in nature study. We were also anxious to know the most helpful book he had read as a boy. He realized thoroughly that had he studied "herbarium" botany in school, in the days when he was a lad, he would have been required to follow a musty text book. Nature, rather than the book, has been the guiding influence in Burbank's life and work. Text books are valuable and should be used but must be vitalized by the interest of the teacher. Otherwise, the work is deadened and formalized. The activities should be outlined carefully and kept within the range of the ability and obser-

vation of the child. The book should be used as supplementary merely. Any teacher of school gardening or nature-study should be required to meet an intelligence test which particularly tested observation. If not naturally observant, no amount of scientific training will make teachers competent to handle nature-study. The best work should be field and laboratory studies and not based alone on text books.

Views on Course of Study

Confronted as are the schools with the problems of an overcrowded curriculum, it is not strange that I desired Mr. Burbank's opinion on the public school course of study. He was aware, of course, that there was under way in California a survey of the twenty-seven statutory subjects in the elementary curriculum. He freely expressed himself thereon. He declared in no uncertain terms his belief that too many subjects are taught. We must by all means first determine the objectives to be reached before deciding what subjects and what aspects of these subjects to teach. Nature study must be given a prominent place but it must be the right type of nature study. Every child should have a school or home garden.

Starting Point in Nature-study

"What," we asked, "is the starting point in this nature work?" "Start with the seed of course," said he. "Seeds are plant eggs." Begin with seeds that are familiar to children, such as corn, wheat, beans. They should plant and tend and watch the seeds. Then in order to arouse interest, choose extreme types such as the coconut. Here is a seed with a hard shell. The inner portions are protected by a heavy covering or mattress. These coconuts grow for the most part in sandy soil on oceanic borders. They drop into the water, float, and are carried by waves and tides and winds. Sometimes they are transported hundreds of miles. Did you ever think what a wonderful part the water plays as a means of transportation for seeds? The hard shell protects the seed. The shell is impervious to water but the coconut is provided with three openings in the shell through which sprouts may come, so that if one opening is filled or covered over, there is still another exit for the sprout. The coconut is an extreme, both as to size of seed and as to protective devices employed. The begonia is almost the opposite, as it is small and is not protected.

Protective Quality of Plants

The protective quality of plants is a marvelous thing. Take for example the sensitive plant. So much as touch one leaf of the sensitive plant and all the leaves will close up one by one until they resemble stems rather than leaves. Mr. Burbank went on to explain that



Edison Visits His Friend's Garden

care must be exercised in the improving of a species so that the protective qualities provided by Nature are not lost. He so improved the chestnut, both as to size and quality of fruit, and by removing the burr and shell, that nothing was left to protect the inner seed. In consequence the birds were able to entirely

destroy the crop. Such illustrations of the protective features of plants are most interesting and instructive.

Teach Business Principles

WE HAVE long contended that in all schools, including the junior high and beyond, both boys and girls should be taught the fundamental principles of organization and business procedure. We asked Mr. Burbank what could be done to make rural life so attractive, socially and financially, that the people who were now leaving the farms would remain on them. It is well understood that many districts, particularly in New England, of late years have been abandoned and the farms have grown up to weeds. "One reason why farming is not profitable at times is that the farmer is not a good business man," said Mr. Burbank. While men in many other walks of life—mechanics, tradesmen, laborers, business interests, professional people—have organized for protection and advance, the farmer, for the most part, works individually. He too, should organize and work for a common cause. It is quite clear that until the farmer understands the value of organization, studies business methods, knows how to buy and sell, how to reduce the overhead and practice thrift through eliminating waste, no adjustment of our economic system will save him.

Mr. Burbank advocates the teaching of boys and girls the principles of business and this, not only in the rural, but in all schools. They should be taught relative values and how to buy and sell. This can easily be done incidentally, in connection with various school subjects.

Mrs. Burbank's Views

Reorganization of the school on the lines of the junior high school and junior college, Mr. Burbank believes in thoroughly. A question on the school caused him to remark that Mrs. Burbank could reply better than he. Mrs. Burbank gladly joined our circle. "There is danger ahead," she said, "if we aren't able to supply more men teachers for boys in the upper grades, in the intermediate school and beyond. These students have the influence of the mother in the home in their earlier years; they need the masculine mind at this later period." Apparently, too, thinks Mrs. Burbank, men take more kindly than do women to teaching the sciences and kindred subjects. These are all strong arguments for the consolidation of

schools and the departmentalizing of school work.

And then, as illustrating that this man of science is broad in his sympathies and of wide vision, he offered this as a supplement to Mrs. Burbank's statement, that we should value in school not only nature study but the other subjects. "The schools make a mistake," said he, "in not cultivating the feelings more." In recalling later this statement made by Mr. Burbank, I was reminded of an utterance by Charles Darwin, in effect, that had he to live his life over, he would give some attention each day to the finer things of life—poetry, music, art, literature, recreation, the humanities. Our great scientist, Burbank, has always realized the value of these things. He has cultivated the feelings and sentiments. He is an idealist as well as an investigator.

A Burbank Epigram

Those who know Mr. Burbank realize how versatile is he. He has never lost his grip on the past, nor his vision for the future. Many times as he talks, his philosophy is couched in the form of a parable or telling figure; or perhaps, he chooses an epigram to make his point. Speaking of education, a brace of sentences etched themselves upon my memory. "The trouble," said he, "with education, religion and all humanity, is that we live in the past rather than the present. I believe in living in the present and in preparing for the future." What a text here for a sermon or theme for an essay!

Prescription versus Choice of Courses

When Mr. Burbank expressed himself as favoring more latitude for students in the selection of the subjects they are to pursue in school, there was brought up the whole matter of election versus prescription in our courses of study. Needless to say, he is not very friendly toward the old idea of rigidly prescribing the curriculum. He believes that years of study are not necessarily valuable to a given pupil, especially in certain subjects. "Individuality is the most precious thing in life," said he. "There is an individuality in the mineral, the crystal, the animal, the plant, as there is in the human. Every human being has a distinct individuality that should be developed as far as possible through education. Emphasis must be placed on those subjects that appeal to the individual, that secure his interest and attention and that will prompt him to further observation and application."

Burbank on Environment and Heredity

OUR discussion of heredity and environment opened up a whole field of interesting observation. The work that Mr. Burbank has been doing the past few years puts him in position to speak with authority on such matters. The lower forms of life are dependent largely upon heredity. The more advanced forms depend chiefly upon environment. Then came one of Mr. Burbank's scientific statements couched in epigrammatic form: "Environment can carry heredity to the heights."

Eugenics

Many people are wondering whether it is possible to apply the selective principle employed by Mr. Burbank, to the elevation of the human race. We had long desired to put this question to him. "Can you," we asked, "apply the selective principles that you are now using in your work with plants, flowers, fruits and vegetables, to the betterment of humanity?" Quick as a flash came back the response. "Selective breeding is the only solution of civilization." We must have a scientific appreciation of selection. This principle, when made effective, will result in progress more vitally than will education or religion. However, this progress must all come about through education. We must realize in this day of advanced civilization, that humanitarian measures do not require that the socially unfit, more than the criminal, be left at large. Such should be confined in institutions and away from society.

In his work on plants, Mr. Burbank has discovered many wonderful and important truths relating to the human. He says that the human mind is less receptive to change or modification or suggestion than is the plant to improvement. "It takes more time to adapt the people to a new species than it takes to produce the species."

Education and Capacity

In school and in the world at large there are three main groups of individuals. There is that large intermediate or average group that forms the bulk of our society. In addition we have a super-normal group, comparatively small in numbers. There is, then, the sub-normal group. While we should give every individual the opportunity for all the education that he is capable of using, and while any system of schools should take into account these three groups, we must not waste time in edu-

cating pupils beyond their innate capacities. In a democracy such as ours, we draw the citizenship largely from the central or average group. Therefore, this group is entitled to the major part of time and money spent on education.

Eye Versus Ear

Deviating somewhat from the general theme of discussion, we asked Mr. Burbank his opinion of the permanent influence on education of the radio, which at this time occupies such an important place in our economy. He sees great possibilities in the radio and is persuaded that it is to have a marked influence, but so



BURBANK AND THE AUTHOR

At the Burbank Home, January 10, 1924

far as education is concerned, the radio, he said, would take second place to visual methods in education. Evidently, Mr. Burbank feels that knowledge which comes through the eye rather than through the ear, is most educative and will be of the most permanent value.

The Bigot as an Obstructionist

WE had desired many times to know what Mr. Burbank considered the greatest obstacle he had been forced to overcome in his work on flowers and fruits. It will be remembered that for years he found great difficulty in convincing many of those who should have been most open-minded and progressive, that

it was possible or even proper, to improve upon nature, as they put it. He has had to overcome much persistent, troublesome, medievalism. He believes that the one greatest obstacle to progress today is the bigot. As an illustration of this he cited the great accumulation of letters that had come to his desk during the few days previous. Mr. Burbank had recently given utterance to certain views concerning evolution about which the fundamentalists and modernists are so at variance. Without being dogmatic, Mr. Burbank had based his views upon years of study and research, and is able to declare that there is no conflict between evolution and religion.

For the most part the letters received, taking him to task for his attitude, were from those who were either fearful of making their identity known, or who were narrow and provincial in their views, and were still living in tradition and the past.

The Burbank Potato

Burbank smiled a little when I asked him directly what he considered the most important contribution he had ever made and the most promising experiment he now has under way. In the first place he is not given to over-emphasis of the results of his work. He does not think of himself as a great benefactor and therefore is not liable to evaluate the results he achieves at their highest. He was inclined to be modest in his reply to my question by enumerating a number of problems upon which he has recently been engaged. He recalled, however, that his first really important piece of work was in developing the Burbank potato. This dates back to 1873. Mr. Burbank estimated that if all of the Burbank potatoes produced since that time were today in course of transportation, it would require 14,000 miles of box cars to hold them all.

Improving the Walnut

"I have tried to teach the people," said Mr. Burbank, "that the plant is amenable to the wants and needs of man." His work upon the walnut illustrates this. The walnut is not a rapidly growing tree. His work produced a tree that would in ten years grow as much as under ordinary or normal conditions it would grow in a hundred years. Not only did he increase the rapidity of growth, but the wood itself is much harder than in the ordinary tree. The significance of this is noted when we recall that hardwoods are usually of slow growth. Moreover, this development of the walnut tree

results in a species that will nourish in practically any climate.

We were shown some of the specimens of wood taken from this walnut tree. These specimens were much harder than those ordinarily seen and take a wonderful polish. It is the conservative estimate of Mr. Burbank that the development of this walnut tree has added to the wealth of the world one thousand million dollars. The results, of all this can be readily



Henry Ford Comes to Santa Rosa

appreciated when we pause to consider the need for conservation of our forests and for scientific reforestation. Mr. Burbank is a thorough believer in the teaching of conservation and thrift to the boys and girls of the schools today.

In plant breeding it is necessary, if we are to secure the best results, that the good qualities be combined with rapid growth and hardness. In the improvement of varieties we find in many cases, varieties will be produced that can be transported long distances. In this way foods from one part of the country can be made available to those people who live thousands of miles away. When Mr. Burbank came to California there was not a plum that could be shipped, as the fruit would be ruined before it reached its destination. He then developed the seedless plum and other fruits that could be transported. Various results follow upon such work as this—results that have a marked effect upon the industrial and financial aspects of our civilization, thus influencing our economic structure. By securing fruits that will permit of shipment, refrigeration is stimulated and commerce and manufacture influenced.

Four years Mr. Burbank put out a new variety of wheat. The farmers have found that this variety yields 20 per cent more grain than will any other save perhaps some Italian wheats. Similarly, there is increase in yield in various vegetables and cereals and fruits. As the mind begins to dwell upon the results of the work of this man, there seems no limit to the possibilities.

The Experimental Farm

The Burbank thirteen-acre Goldridge Experiment Farm is situated at Sebastopol. It is the world's greatest laboratory for the conducting of experiments in plant selection and improvement. The home place at Santa Rosa is also used in a similar way. Here is found the old homestead, as well as the new and modern residence of Mr. Burbank. In the office on the Santa Rosa place, there is carried on all work in connection with his correspondence, writing and the like. A catalog of the experiments and exhibits and an inventory of the different lines of work would fill a volume.

There are at Goldridge quince trees bearing 260 new varieties of fruit, pears bearing 200 new varieties, cherry trees carrying 600 new varieties on only 454 individual trees. Two thousand new varieties of plums are grown on three-fourths that number of trees. There are select varieties of roses in abundance, and daisies, hibiscus, cannas, perennial asters and numerous other wonderful flowers. The original giant Royal hybrid walnut tree, has for the past fifteen years paid 6% interest annually in nuts and grafts on an investment of \$10,000. There are artichokes and white blackberries and New Zealand flax, and a thousand and one other fruits and vegetables, shrubs,

plants and flowers, bearing new and large and luscious varieties. To say nothing of spineless cactus, white and all-fruit blackberries, giant garlic and prunes in abundance. All of which gives some little idea of the wide range of Mr. Burbank's activities in creating and improving species.

End of the Road

"CAN you forecast, Mr. Burbank, what results will be found at the end of the road as coming from this work of yours on improvement of varieties? You have given a lifetime to plant improvement. As you look ahead, what will this type of work mean to the world in the next one hundred years?" And then came from Mr. Burbank a sentence of a dozen words more significant and meaningful than contained in many a long treatise and bearing upon the results of his labors. "The world's food supply will feed one-third more people than now."

One may be so close to a personality or enterprise that, through loss of balance or lack of perspective, he may be unaware of the real significance of that enterprise or the true worth of that individual. Again, one may be standing afar off, so absorbed in the little daily round of existence as to be blind and deaf to great happenings. To fully appreciate the contribution that Luther Burbank has made to the world, one must know him, must study his work and ponder in quiet. As one talks with the man, listens and observes and analyzes, one is persuaded that in the confines of quiet Santa Rosa dwells one of the world's great benefactors. No king of finance is Burbank; no captain of industry; no master statesman; no artist of voice or brush or pen; no military hero. What then is the secret of the man's greatness?

As we leave his serene and hospitable home, and find our way down toward the throbbing city with its surging, anxious multitudes, its ceaseless comings and goings, its industry and manufacture and barter and transportation and strife, then comes deep down in consciousness an understanding that after all, it is there at quiet Santa Rosa among his flowers and fruits, that Burbank is endowing the world. He is dealing with vital and elemental things. His is a fundamental work. The fruits of his painstaking and unselfish years of labor are daily reflected in the comforts and satisfactions experienced by men and women everywhere.

Because of his service for others he is today sturdy of body and joyful of spirit, still pressing forward with creative genius toward new benefactions for humanity.

BURBANK: A READING LESSON FOR CHILDREN

JAMES A. BARR

The narrative story has been written with the hope it may be of service to teachers as a reading lesson or as the basis for a language lesson. Teachers will recall that March 7th is Mr. Burbank's birthday. His great work fully justifies the observance of "Burbank Day" in any school.—Editor.

JUST one grain added to each head of wheat grown in these United States would increase the annual food supply more than five million bushels. Luther Burbank has added not merely one grain but a half-dozen grains to numerous varieties of wheat that he has improved. One of the highest types of thrift is that which increases and improves the food supply of the world.



THE SEER

The words written by Jonathan Swift two hundred years ago may well be applied to Burbank:

"And he gave it as his opinion that whoever could make two ears of corn, or two blades of grass, to grow upon a spot where only one grew before, would de-

serve better of mankind, and do more essential service to his country than the whole race of politicians put together."

Burbank was born in Massachusetts in 1849. He was the thirteenth of fifteen children. As a boy, he was always interested in the out-of-doors and was constantly studying birds, flowers, trees and plants. His playthings were plants rather than toys. It is said that his first pet was a cactus plant.

Education

He gained the rudiments of an education in the common schools, supplemented by work in an academy. Without college or university training he has certainly made further advance in science along the line of plant breeding than has any other person. His first work, however, was in a plow factory at fifty cents a day.

He soon tired of factory life and began truck gardening on a small scale. In this primitive truck garden he made his first success in plant breeding. He was always a close observer. In one of his potato plots he noticed a single seed ball. It occurred to him that if he saved and planted these seeds, he might secure a new type of potato, so he carefully watched the growth of this precious seed ball. One morning the ball was missing. He searched for days and finally found it at some distance from the parent stem. There were twenty-three seeds in it. All were planted, and one produced the famous Burbank potato. With a world potato crop averaging about six billions of bushels a year, the value of an improved variety of potato can easily be appreciated. It is estimated that more than six hundred million bushels of the Burbank potato have been produced.

Comes to California

In 1875 Burbank came to California. He sold for \$125.00 all but ten of his stock of potatoes. He reached Santa Rosa with less than a dollar in his pocket but with the precious ten potatoes. Here after years of struggle, he finally secured a few acres of land for a nursery and for experimental work in plant breeding.

One incident of those days will illustrate his persistency and resourcefulness. A fruit grower wanted 20,000 young prune trees, to be delivered within ten months. None were in



Burbank in His Garden

the market. The nurserymen all said it was impossible to produce them in so short a time. Not so with Burbank. He promptly accepted the order. As the season was far advanced he planted almonds in sand, supplied them with just the right amount of moisture and kept them covered with cloth to maintain an even temperature. As the tiny sprouts appeared, they were transplanted, one by one, into nursery rows.

He then secured from a nearby prune orchard thousands of prune buds. As soon as the small almond trees were old enough, the prune buds were budded into them. In less than seven months the order was filled and the seemingly impossible had been accomplished.

Wide Range of Work

Few plant breeders produce more than two or three worth-while varieties in a life time. Burbank, however, has covered the whole field of plant improvement,—flowers, grains, grasses, vegetables, trees and fruits. In thousands of experiments he has, through crossing and selection, improved old species and created

new ones. Poppies, dahlias, roses, petunias, lilies, amaryllis, and many other flowers have all been improved and numerous new varieties have been created. The wonderful Shasta Daisy is probably the best known Burbank creation among flowers.

The Primus berry, another Burbank creation, is a cross between the Siberian raspberry and the native California dewberry, and is the "first-known recorded fixed species directly created by man". The Santa Rosa walnut, a thin-shelled variety; a white blackberry; a pineapple quince; many new varieties of plums, one plum with the taste of the Bartlett pear; the spineless cactus; several varieties of stoneless plums and prunes; the Phenomenal berry; the plumcot, a cross between the apricot and the Japanese plum; are just a few of the many Burbank creations.

His Benefactions

The writer, the inventor, the manufacturer may secure copyright, patent or trade-mark to protect his creation and enjoy any profit that may result. Not so the plant breeder.

He may spend a life-time in improving or creating plants, but as soon as he sells one seed or plant, the world of competition has been opened. Yet despite this financial handicap Burbank has given his life to plant breeding. Money means nothing to him except as a means of furthering his work. He still lives in his Santa Rosa nature laboratory, patiently watching the thousands of experiments that he is making in the interest of mankind.

Some people have mistakenly called Burbank "The Plant Wizard". The only magic in his work is that of patient observation, scientific investigation, and constantly sticking to his task. If any man ever exemplified in his whole life the thrift of patience, persistence and hard work it has been Luther Burbank. And the world profits from the pleasure of more beautiful flowers and from a varied and increased food supply.

GEOGRAPHY AND THE HIGHER CITIZENSHIP

By J. RUSSELL SMITH

Professor of Economic Geography, Columbia University. Author of *Human Geography, Commerce and Industry, and Industrial and Commercial Geography*

I WAS born in Paradise—fool's paradise it proved to be. I refer to that snug and comfortable world that existed in millions of minds before 1914—that world of peaceful progress in which the forces of finance, commerce, common sense, and good will were to prevent any such thing as a world war. We were to have enduring peace while we worked our society along step by step toward better ends.

This paradise of peaceful progress was blown to atoms by the World War.

Will there be other World Wars? Must our children or our children's children be crushed by tanks, blown up by air bombs, made insane or shaking wrecks by shell shock, or permanent invalids by inflammatory gases, smothered in masses by deadly gas, or made to die in epidemics whose irresistible germs are spread by airplane?

If we have another war, we may have no civilization left after it is over. The science of destruction was in its infancy during the World War. The progress in the art of destruction since 1918 has been swift and appalling. The World War was a baby in comparison to what applied science can make the next war.

Who won advantage by the last war? What nation is better because of it? There is but one answer. No nation is a better nation because of the World War. The universal result was wreckage, sorrow, and discontent, with satisfaction nowhere to be found. * * * *

Respect, Sympathy, Understanding—These are the Great Spiritual Possibilities of the Geography Class

I. Respect

To have world peace, peoples must learn to respect each other. We want to teach the children of America to be mentally polite to

other nations just as we want them to be personally polite to their neighbors; then they will begin to respect other nations.

In making children acquainted with foreign peoples, we have an instinct to overcome, the herd instinct, the instinct for likeness as against unlikeness, the instinctive egotism which makes us feel that things different from our own are not so good as our own. We see a bit of this creeping out in the definition of the word "barbarian", which is nothing but Greek for "foreigner". * * * *

II. Sympathy

World peace depends upon sympathy between peoples. Antagonism leads to war.

The commonest basis of human relationships outside the family is the fellowship of common activity or interest. We get together as teachers, as spectators or players of baseball, cards or golf, as breeders of bulldogs, chickens, as members of sewing societies, engineering societies, horticultural societies, labor unions, manufacturers' associations, etc., etc.

One of the great facts for the teacher of geography is the study of peoples, as people engaged in the same jobs as ourselves. Men are everywhere making a living, making a home, educating their children, making a neighborhood and a government. In these fundamental activities we are like the Eskimo, the Bushman, the Indian, the Frenchman, the German, the Englishman, and the South American Indian. We are all fellow craftsmen, and it is thrilling to discover these facts. * * * *

III. Understanding

For world peace we must have understanding. Prejudice leads to war.

One night my neighbor who likes to call himself a "one-hundred-per-cent American" walking up the street with me from a lecture about a foreign country remarked, "Yes, but

(Continued on Page 195)

IMPROVEMENT OF TEACHERS IN THE PROFESSION

THIS is the fourth report of your committee on the professional improvement of teachers. Previous reports have been general, stressing the need for a state-wide plan of insuring that teachers in service shall continue to read and study as a means of insuring continued growth. At the April, 1924, meeting of the Council in Oakland, the experiences of other states were reported in connection with the general proposals for a California plan. All previous reports have been unanimously adopted by this body.

In the light of previous reports and following further study of the matters for which this committee is responsible, we recommend:

A State-wide Plan

1. That the California Teachers' Association establish a state-wide plan for encouraging and promoting such types and amounts of study as are necessary to maintain the progressive development of each teacher.

2. That the plan be kept broad in conception so as to provide adequately to meet the interests and needs of all types of teaching service and be liberal in its requirements, allowing great freedom in substitution of equivalents. It should definitely recognize travel, extension and summer study, worth-while contributions to systems served, and the like.

3. That participation in the plan adopted be made state-wide and applicable to all teachers of the state insofar as possible.

An Official Board

4. That the duty of carrying into effect these recommendations in a practical and satisfactory way be assumed by the Board of Directors of the California Teachers' Association, who shall have authority to provide for the creation, maintenance, and control of a State Teachers' Professional Improvement Board. This board shall be so constituted as to be adequately representative of the teaching service in the state and through which body the plans adopted from time to time for promoting the professional study and growth of teachers of the state shall be carried into effect, provided that the professional improvement board shall finance its program of work, including such secretarial and managerial service as it may require, from the proceeds of the service it is responsible for providing.

5. That to the end of carrying into effect the foregoing recommendations as speedily as is practicable, the Board of Directors of the California Teachers' Association constitute immediately a temporary State Teachers' Professional Improvement Board of five to work with the Board of Directors in consummating the complete plans for executing the foregoing general recommendations; provided that the necessary expenses of the temporary board shall be paid under the authority of the Board of Directors of the California Teachers' Association, and provided further that this temporary board shall make report to this State Teachers' Association Council of its final plans for rendering the service contemplated, which plans shall be approved by the Council before they are carried into effect under the control of the Board of Directors of the California Teachers' Association.

Comments

In connection with the foregoing recommendations the following comments are offered:

1. Any state-wide plan for promoting study and growth should be adapted to the standard of the state and to the conditions and factors governing the plan of certification and of continuance in service in effect at any time.

2. A state-wide plan can be put into effect in California and be made compulsory, if desirable, making the requirements to be met a condition of registering certificates, issuing more advanced or more permanent certificates, and continuing in service, although the tenure law would require amendment before continuance in service could be thus conditioned.

3. Some state-wide plan of improving teachers in service is needed in order that the best, the most professionally minded, ambitious teachers may be protected from injurious comparison with poor, mediocre teachers who belong to the teaching body of the state, but who are not studying or otherwise seeking to make progress. A requirement which would insure reasonable growth and progress on the part of all would offer a large measure of security to the entire teaching body.

4. Such a state-wide plan as is herein proposed would give substantial support to local efforts. Even the best local initiative cannot work with greatest success in the securing of

large results if it has no setting with resulting moral support in a state-wide program.

5. The temporary Professional Improvement Board will need to plan with the State Board of Education, the State Superintendent of Public Instruction, and the various higher institutions their part in and their relation to the types of service which should be rendered, the ways of providing this service, and the measures which should be taken to enable it to have the most far reaching effects. In most states the professional improvement program is related to the requirements observed by County Superintendents and State Superintendents in certificating and standardizing the teaching service to which they are related.

6. Attention is directed to the following brief notes descriptive of plans in use in other states. In general it will be noted that participation in the plans is made compulsory upon the teachers who are reached by relating the requirements to matters of certification, continued employment, and advancement in salary.

Oregon

The reading and study requirements are administered by the State Department of Education in cooperation with various higher institutions of the state. In that connection this quotation is of interest:

"All certificates issued by the Superintendent of Public Instruction shall be valid and entitle the holder thereof to teach in any district in any county of the state upon being registered annually by the county superintendent * * * but no certificate shall be registered in a county until the county superintendent has satisfied himself that the applicant has done the reading circle work prescribed by the State Superintendent of Public Instruction for the teachers of the state * * *."

Indiana

The State Teachers' Association creates the Board of Directors of the State Teachers' Reading Circle which is composed of seven members. One of the seven is the State Superintendent, ex-officio, another is a County Superintendent, another is a City Superintendent, while four are chosen from the teaching profession at large by the State Teachers' Association in annual convention. Each serves for three years. No one may succeed himself. The officers of the Board are a President, Treasurer, and an Executive Secretary and Business Manager appointed by the Board, but

who may not be a member of the Board. The Board's necessary expenses are paid from its own funds. The Board selects the books and contracts for their delivery at a stipulated price, and provides also the price at which they shall be supplied to purchasers so that the profit realized will finance all expenses of the Board and its employees in providing reading circle service.

Michigan

The County School Superintendents appoint a State Teachers' Reading Circle Board of five members, one of whom is from the State Department of Public Instruction. The Board selects and sells books so as to finance its service. The County Superintendents agree upon the requirements which teachers must meet by using the Reading Circle service in order to keep certificates in effect.

Vermont

Reading and study requirements are established by the State Department of Education and are made compulsory through the provision covering the issuance of teaching certificates.

Virginia

Plans in use similar to those in Vermont. The following quotation is self-explanatory: "There are two requirements for the renewal of certificates by use of the Reading Course:

"1. Applicants must read during the life of the certificate five books on the Reading Course.

"2. Applicants who do not pursue regular courses at a summer school for at least thirty days must take the examination on the two books on education adopted for the current year, and designated as the basis of this examination."

Wisconsin

Plans similar to those in Vermont. Note the following quotation: "In order that teachers may have the evidence necessary for credit in the renewal of certificates and in securing a higher grade of certificate, it is advised that they be given for each year's reading a Teacher's Reading Circle Certificate."

H. B. Wilson, Chairman
Walter B. Crane
Isabella Hilditch
Ida C. Iversen
Grace C. Stanley
Guy V. Whaley

—Committee

Report of Council Committee, Los Angeles Meeting, December 13, 1924.

TEACHERS' HONEY?

Cartoon by Ralph O. Yardley and excerpt from editorial in Stockton Record



WHAT is the real truth with reference to the Teachers' Retirement Fund? S. Gundelfinger, actuary employed by Governor Richardson to look into the situation, reports after investigation, that the teachers' retirement salary system, which was established several years ago, is "rapidly drifting into a state of insolvency" and is in danger of completely breaking down under the present system of operation.

The California Teachers' Association and the County and City Superintendents, however, do not share in the views of Mr. Gundelfinger. Through their joint legislative committee, these two organizations, representing about 30,000 teachers, have issued a reply, declaring "there is no occasion for alarm concerning the Public School Teachers' Retirement Fund." The teachers' committee points out that the fund now shows an invested surplus of more than \$2,000,000 as compared with \$271,000 in 1916 and has increased during the last eight years at an average rate of about \$200,000 annually. It is also stated that this rate of increase showed no signs of diminution during recent years.

MEASURING ABILITIES AND CAPACITIES OF TEACHERS

THIS report makes no claim to any original work by the committee in measuring the abilities and capacities of teachers. The committee did not assume that this was the task assigned to it, nor does it feel that it has the time, or the means, to carry on an original investigation involving the construction and standardization of tests, the employment of them with large numbers of teachers, the analysis of results and determination of norms. The committee feels that this is a task that only a thoroughly organized and directed research department of a large city school system or department of education in a higher institution can successfully attack. We shall confine this report therefore to a review of what has already been accomplished along the line of measuring teaching efficiency and to an expression of our opinion upon the general proposition of attempting a scientific measurement of such qualities as abilities and capacities.

Attempts at measuring the capacities and abilities of teachers have been very few in number; they have been very limited in scope; and all of them have been of very recent date.

It is true that there have been many endeavors at estimating these qualities in teachers. As early as 1905 rating-sheets were devised for the purpose of scoring teachers on a great number of traits which were considered important in successful teaching. This scoring was done by superintendents, principals, and supervisors and therefore represented opinions of judgement only, with all the unreliability inherent to a scheme whose findings depend on such variables as opinions or judgments. Since 1905 many investigators have tried their skill at identifying and listing essential teacher characteristics which might be judged either by a superior in the school system or by the teacher himself. The sum of the judgments, generally expressed in numerical terms, is taken as a measure of the teacher's efficiency.

Rating Sheets

It is apparent of course that these are not measurements of the qualities or traits listed but simply judgments. They are in no ways comparable to the standardized tests we employ for measuring intelligence and school subjects. However they have accomplished some excellent results. They have served to direct

the inspection of the teaching staff, by calling attention to numerous points upon which a teacher may be evaluated. Even greater good has been done by these score-cards or rating-sheets through their use by the teachers themselves. Such self-analysis has frequently led to self-improvement. What one secures as a result of the use of these rating-sheets is a qualitative description of the teacher rather than a measure or numerical rating of his efficiency. Rugg's Scale of Rating Teachers in Service contains fifty questions which are to be answered in terms of "low," "average," or "high." These questions cover skill in teaching, skill in mechanics of managing a class, team work qualities, qualities of growth, and personal and social qualities. It is especially good for the teacher's use in analyzing and rating himself.

Pupil Accomplishment

A justifiable criticism of nearly all of these rating schemes is their failure to take into consideration the accomplishment of the pupils. No one will deny that the achievement of the pupils in various subjects furnishes a very accurate measure of the teacher's efficiency. "In other words," as Monroe puts it, "by their fruits you shall know them."

Investigators in general attach little value to score-cards or rating-sheets as practical devices for measuring efficiency in teaching. In his article, on "Is the Rating of Human Character Practical?" Rugg states that in a study of one of the most widely-used score-cards he obtained coefficients of reliability closely approximating 0, with no correlation exceeding .2. He concludes that we cannot justify the time of school administrators with such unreliable devices are deluding our teachers with fictitious ratings or marks. In an article on "Qualities Related to Success in Teaching," F. B. Knight draws the conclusion from his study of the subject that a supervisor's estimate of a teacher in any particular trait is his defense of his general estimate of the teacher. In other words, he is influenced in rating particular traits of a teacher by his general impression of the success of that teacher.

Man-to-Man Scale

A unique plan for measuring teacher efficiency is of rather recent origin and is the idea of W. D. Scott of Carnegie Institute of Technol-

ogy. It is known as a Man-to-Man Comparison Scale. It is comparable in its essential features to the penmanship scales with which we are all familiar. To make such a scale, a superintendent or principal selects teachers, intimately known to him, representing five grades of efficiency in the trait or quality to be rated. He selects for the highest point on the scale the teacher whom he considers the best in this particular trait. For the lowest step he selects the poorest teacher he knows. Others are chosen to represent the "better than average," the "average," and the "poorer than average." The method of use simply consists of studying the teacher in question and comparing him to the types selected for the purpose of saying which one he most resembles. This method of rating was employed in the Army during the late War. Rugg has made a study of the reliability of the scheme as used in the Army and concludes that, while the reliability is greater than in the score card schemes, it is not high enough to warrant its use as an accurate measure of teaching efficiency.

Courtis' Testimony

Mr. S. A. Courtis, director of research in Detroit Public Schools, has this to say concerning the subject of this report: "The determination of a teacher's ability is no simple matter. Before any final rating is attempted, there should be,—(1) a long series of observations of that teacher working under a great variety of conditions, (2) a thorough study of the intelligence, social background, growth, and achievement of the children with whom she works, and (3) a similar study of the classroom conditions under which she works. Judgments of comparative efficiency should then be made only between teachers for whom all factors except ability are approximately equal. To the degree that the 'Law of the Single Variable' is not observed, to that degree the ratings will be unreliable. This is the explanation of the fact that at present there is little correlation between ratings of teaching ability and scores in standard tests.

"In reaching a final estimate of ability from a long series of observations, it is necessary that each single observation be rated in terms of an unvarying standard. In the past, ratings of even a single lesson by different persons have varied widely. Analysis of the situation proves that the judgment of the person making the rating is ordinarily affected by three major factors: (1) the method used, (2) the skill

with which the method is used, and (3) the judge's opinion of the value of the results obtained. That is, skillful teaching by a method against which the observer is prejudiced will be rated lower than less skillful teaching by a method of which the judge approves.

"Such rating violates the 'Law of the Single Variable.' The right procedure is,—(1) to rate method in terms of standards of method only; (2) to rate skill in terms of standards of skill only, and (3) to base conclusions as to the relative efficiency of different methods upon scientific measurement of the results secured by teachers of comparable skill working under comparable conditions but using different methods."

Monroe and Clark

Probably the best suggestion as to the method of measuring teacher abilities and capacities comes from Walter S. Monroe and John A. Clark of the Bureau of Educational Research of Illinois University. While not accepting wholly the idea that "by their fruits ye shall know them," they do feel that the achievement of the pupils should figure largely in making up any estimate or measure of a teacher's efficiency. They recognize that only skills in certain tool subjects, such as reading, writing, arithmetic, spelling, and language, can be accurately tested. There are many habits and bits of knowledge and intangible qualities, ideals, and interests which do not yield so readily to exact measurement and yet which constitute many of the beneficial products of efficient teaching. Regardless of the scheme pursued, Monroe thinks that pupil activity rather than teacher activity will furnish the most reliable measure of the teacher's efficiency. Monroe recognizes the fact that the results of standardized tests vary with the native intelligence of pupils. By employing the standardized tests only, a teacher with a class of low mental endowment might be badly misjudged. He therefore would use the Achievement Quotient as a basis of comparison rather than the results obtained in any particular test. This Achievement Quotient is secured by dividing a pupil's achievement in his school subjects by his intelligence quotient. We would thus have a measure of achievement in comparison with capacity to learn. Monroe suggests that, in addition to the use of this achievement quotient for measuring the teacher's ability to produce results along certain lines, teachers be measured as to the following:

1. Personal and Professional Traits.
2. General Intelligence.
3. Teaching Experience.
4. Academic and Professional Training.

To measure the first quality, a Man-to-Man Comparison Scale is recommended. The second quality, viz., general intelligence, is measured by one of the commonly used intelligence tests. The third and fourth qualities, viz. experience and training, are measured by giving numerical scores graded according to the scope of the experience and training.

This composite plan for rating teachers is worked out so that the final rating of the teacher is numerically expressed. One can hardly question the comprehensiveness and fairness of the method just sketched, but it is apparent at once that it will not become of general use because of the time, expense, and work necessary to obtain the final rating.

Miss Crabb's Researches

Miss Lela Mae Crabbs of Teachers' College, Columbia, has just finished a study in measuring efficiency in supervision and teaching. It will soon be published as a monograph by the Teachers' College Bureau of Publication. Miss Crabbs says she has made a crude first attempt at measuring teaching efficiency by determining the Achievement Quotient difference which the teacher is able to produce within her pupils

during a specified period of time. It will be noted that this scheme for measuring the fruits of the teacher's labor in the tool subjects or others capable of close measurement is fairer than any other mentioned in this report in that it does not depend on what was done by the previous teacher, whose work may have been very poor or most excellent.

Conclusion

After an investigation of this subject, in which various directors of educational research were questioned by letter as to any studies made in this field and an examination of such published matter as could be obtained, the committee is forced to the conclusion that measuring abilities and capacities of teachers is generally recognized as a very difficult matter, possibly beyond the power of even fairly exact measurement and fraught with many possibilities of doing harm to the teachers examined by using the uncertain ratings for determining re-employment, standing in a salary schedule, or preferment in promotions.

George C. Bush, Chairman

S. J. Brainard

Blanche Reynolds

Miss M. L. Richmond

—Committee

Report of Council Committee, Los Angeles Meeting, December 13, 1924.

MORE LIFE IN THE JUNIOR HIGH

WM. S. CASSELBERRY,
Berkeley, California

QUESTION. Is the junior high school "Life," or is it a training for "Life"?
Answer. It is at the same time Life and a training for Life.

Why is it Life?

Because the same impulses, desires and inhibitions obtain here as in life outside of the school. The direct cause of the impulse or desire may be different, but they are fundamentally the same, curiosity, desire for personal achievement, fear, love, selfishness and the like. The inhibitions are commonly laziness, excess in pleasure, satisfaction in a passive existence, and similar concepts.

How is it a preparation for Life?

During this transition period, from childhood to post-adolescence are formed habits which will govern, to a large extent, the actions of the individual for the rest of his life.

What kind of habits should be formed?

Those habits should be formed which will

make the pupil healthy, equipped to earn a living, and to merit the respect of his fellows.

What quality in the child is most important?

The ability to act independently on the individual's own initiative.

Do not criminals have this ability?

Yes, it is necessary for accomplishment not directly supervised, whether sanctioned by society or not.

How are we to apply this in our schools?

We must preserve the initiative, originality, energy, and enthusiasm, imagination, and creative ability of the child, at the same time directing these forces into channels which will make for his own best interest.

Are we not doing this now in our junior high schools?

Many attempts are being made to do this, but they are often of short duration and doubtful success. Some are successful, but often the

plan does not readily adapt itself for use in the public schools.

Why not?

Because whereas formerly the children in the schools were the ones who wanted to learn, now the compulsory attendance laws put many pupils in our schools against their will. As a result they may be luke-warm to the studies offered.

Can a plan be devised which will take into consideration both of these two classes of children, and the necessity of providing the children with the required facts, skills, and habits, without robbing them of their initiative?

Such a plan has been devised for use in the junior high school.

What is it?

The plan provides for regular compulsory teaching of all but courses taken by seventh grade pupils, except one course. In these taught subjects the teacher uses every device possible to cause the student to learn the subject-matter, and get the habits and skills, which are called for by the subject. These would usually be the required subjects, English, mathematics, etc.

Is that not the present method?

Yes, the difference lies here—the one subject is chosen by the pupil as an **absolutely free elective**. Every effort is made not to let the parents or outside factors force the child's decision. It is to be a subject in which he evinces a **genuine interest**.

In the case of a language, for instance, how can the child tell whether he is interested in it or not, since he has not come in contact with it?

At the beginning of every term, a week is allowed the students to visit any class he may wish, and this investigation also helps the child to learn to think and decide for himself.

Why is all this necessary?

Because in this elective course, no lessons as such are assigned. No force of any kind is applied to the child. No grades are given—his report card is simply marked "Accomplished" or "Not Accomplished." The work is directed by the teacher, but each pupil is responsible for his own individual work. The teacher makes no accomplishment check during the term. A student can work his best every day or he may loaf all term—nothing is done beyond some effort on the part of the teacher to draw the pupil into the group of interested students. But it is seldom that a

student is not interested, and seldom that he does not enter whole-heartedly into the work.

Does a student receive credit if he does not accomplish anything?

Credit for the course is given every student present most of the time.

But if no grades are given, and credit is given to all students, I should think most of them would "loaf."

So they might, if they had had the course forced upon them, or if they come to the course with no interest. But they take the course because they want to work in that field.

But does nothing happen to a student who "loafs" all term?

If, in the opinion of the teacher, his work has been unsatisfactory, that student is not allowed to continue the subject, or to take it again in the junior high school. He looks for another subject in which he is interested. There is no child in the junior high school who cannot find something offered in which he is keenly interested. Each study is given as though it were a private class of interested students, paying for the privilege of receiving the teacher's direction.

But how can a class be carried on, when there is no compulsion to hold it together, and the students are permitted to do as much or as little as they wish?

Most of the elective courses are carried on as classes of individual instruction. The pupils are referred to books and other sources, methods of work are explained, thoroughness is insisted upon. The student may then go as fast or as slowly as he pleases, but it must be thorough.

How many students can a teacher direct under this plan?

This depends upon the facilities, the teacher and the subject, but the classes should be kept down to 20 or 25.

What is the advantage of this plan?

The pupils are given one class wherein all effort and attention is concentrated on **self-initiated achievement**. All such crutches as grades, notices to parents, detention, and the like are removed. The student must stand and progress on his own feet. If he does, he will be that much stronger. He probably will carry this method of attack over to the required subjects. If he fails to accomplish, he has received a jolt. It may wake him up; it may not. If it does, he turns over a new leaf and becomes a good student. If he does not, it may be that the right key has not been pressed. Perhaps

his next selection will open the gates, and pour out his energy into proper expression.

How is this applied to the eighth and ninth grades?

There is very little difference in the application. If a student has chosen wisely in his seventh grade and "accomplishes" the course, he is allowed two electives in his eighth, and succeeding in these, two in his ninth year.

What happens if he fails to "accomplish"?

If the student fails to "accomplish" in the seventh grade, he is allowed but one elective in the eighth. Accomplishing this, he is allowed two in the ninth. Failing it, he is allowed but one elective in the ninth.

Does this plan provide a better means of handling the bright students?

It does, because they are led to exert themselves to the utmost, in possibly five different courses during their stay in the school, for the pure joy of the work.

Does it provide a better plan for handling the slower students?

It does, just as it does the brighter students, because these pupils also work to capacity, for the pleasure of it.

Does it permit the pupils to live more fully while in the school?

It does, because real living is not tasted until we know the pleasure of self-initiated work well done.

Does it train the child more thoroughly for the future?

It does. His work after leaving school, may be either that done in a routine manner, or that done as a result of his own initiative. These two kinds of activities may be carried on by the same person, but always one or the other principle is active—either he is acting from habit, routine, under leadership, or he is directing his own work, even though it be under guidance. The routine man is the cog; our public schools are preparing thousands for these positions. The man directing his own work is one step higher, and the man directing both his own work and that of others is the executive, the leader. We need leaders in our democracy, and it is the development of these last two, the man who can direct his own work, and the man who can also direct the work of others, toward which this plan is especially aimed. It seeks to accomplish it by gradually putting the student more and more upon his own resources, so that when he finally leaves the schools he will be a fine, straightforward, hard-thinking American citizen.

SOME DON'TS FOR THE SCHOOL TEACHER

ALICE MARSH,
Esparto, California

SOME of you teachers think you prefer to work in the city where your contact with school is over when you leave the building. Others love the country where the contact with pupils, their parents and other relatives, is constant. The city of course appeals most thoroughly to those of you who love art, music and drama, or just "the bright lights," more than you love folks. But if your chief interest is in the personality, the character of your pupils, in human beings, the country is the more fruitful field.

Inasmuch as city systems require experienced teachers, even you city lovers must acquire this in the country town or rural district, whether you like it or not. In order to get the coveted recommendation you must make a success of these years in the school of experience. Of course, if you belong to that class of girl teacher who, as Dr. Breitwieser of the University of California says, wishes to use the profession merely as a bridge from "Papa's lap to some one else's lap," you're done for at the start.

The Friday Morning Bag

The causes of success and ill success in the country are rather definite. First of all, **don't** come to school Friday morning with your bag packed so you can take the first train out on Friday afternoon, to return weary and sleepy on the last possible train early Monday morning. The people resent mightily your evident distaste for them and theirs. Then, too, you might just as well be happy while getting experience. Why be miserable for a couple of years of your life? Any one who is constantly wishing himself elsewhere, living not in the present but on memories of last week-end and on anticipations of next week-end is miserable the whole five days in between.

It's Your Town

Make the town your town. Learn to know as many people as possible. For heaven's sake don't be a snob—know everybody! Enter into the life of the town and gain some pride in and loyalty for the town. Join a club and enter into its activities. Take an interest in some church and help its progress. If there is no church, start a community church. Once a month is too often to habitually absent your-

(Continued on Page 197)

THE LOG OF A SUBSTITUTE TEACHER (Excerpts)

ELIZABETH BANKS MARSH

John Muir Junior High School, Los Angeles

FRIAR TUCK

I DON'T know his name; I never saw him but once;
He is short and fat with a rosy, gleaming face;
A wide expanse of snowy shirtbosom augments his freshly tubbed appearance;
I don't know what he teaches, but I'll bet it isn't grammar;
He gave a friendly, casual nod of greeting to me,
For I was the stranger within his gates;
I watched his short legs twinkle down the hall;
He swung briskly into a room and out of my sight;
What a good cook his wife must be, and how they must laugh as they eat;
Dear Lord, send us fewer fat women teachers and more fat men!

DOROTHY MAE KETCHEM

EVERYBODY knows the Dorothy Maes of the schoolroom;
They are the blooming young things with the restless, searching, confident eyes;
When an Institute session is about one-third through,
Two or three score of them saunter brightly into the hall;
At the same time, two or three score of their sisters are sauntering brightly out;
Always their restless, confident eyes are searching, searching;
"Men are few!" they murmur. "Just janitors and baldheaded, contented married men."
Tap! Tap! Tap! The high-heeled slippers go on and on, an endless procession;
Somehow, somewhere, an unwary man will be overtaken;
There will be a new crop of Dorothy Maes next year;
They will search with the same restless, confident eyes;
God bless them! How we love them,
Except when they come back to the schoolroom the Monday after the wedding;
Stay at home, little Dorothy Mae, and feather your nest;
You left almost no impression on your professional environment, Dorothy Mae;
Your racial heritage was uppermost;
But that lightly-valued schoolroom experience will prove a benefit;

It will make you a more thoughtful mother;
Here's to you, Dorothy Mae; we're always glad to have you with us;
You're so startlingly ornamental.

ALMA

SHE is still a mystery to me;
I found her most unassuming, low-voiced and few-motioned;
She was neither overbearing nor definitely cordial;
Just matter of fact;
I liked it; the novelty of it intrigued my fancy;
She seemed to have time for other things than "office reports";
The Office never intended that mere reports should expel human relations;
She found time to visit the Lowly Substitute for half an hour;
She sat there, motionless and absorbed;
Why did she come when the Substitute was putting over her best-beloved hobby?
Is Alma highly endowed with intuition, or what is it?
How did she ever reach such a stage of un-self-consciousness?
All day the pulse of the school throbbed with strong, smooth beats;
There was no heavy impact of one hard personality upon another;
Each moved "in his separate star";
Who possessed the discernment of choosing Alma for an executive?

MR. AMOS PARAMOUNT

HE isn't there any more;
That is, his physical presence is not there;
But there's something different about the school where he used to be;
It's a beautiful, nameless something that's been caught by his associates;
They have carried it on to other schools;
Yes, there's something different about that school;
The folks there modestly call it Courtesy;
I believe that school's the abiding place of a Presence;
The new leader has time to greet the Substitute as though she were a friend in need;
The teachers smilingly offer hospitality;
At noon, a place is promptly made at the table;
Tea is served, sweetened with friendly conversation;

The children smile with warm assurance as they pass in the hall;
I tell you there is a Presence there;
I know it because a Benediction rested on my head when I left.

PHILIP AND ALAN TRUEBLOOD

PHILIP and Alan Trueblood come from a family of teachers, The unforgettable teachers of whom you've had one or two in your life; The teachers whom former students are always hailing on the street. When Philip and Alan were demobilized, they were eager for their life's work; They were gladly welcomed at the School Superintendent's office; Two-listed, red-blooded young men are rare a-vis in the schoolroom;

There was the matter of certification to be completed;

"Take an oath not to smoke!" cried Philip;
"You can't dictate my personal habits to me. I shall go into business!"

And he did.

"I've always wanted to teach," said Alan. "I'll give up the habit."

But he didn't.

Evenings when they sit together, Alan borrows a cigarette from Philip;

But first he pulls down the shades at the windows;

Alan now looks older than his older brother; Philip's face is alert and youthful;

Alan's face shows fretful lines about his mouth; Would teaching have done that to him anyway, or life?

I don't know. Do you?

FORMS OF CITIZENSHIP

CREE T. WORK

Principal Yuba City Union High School

IN THIS day when we "learn to do by doing" we utilize our doctrine of concrete instruction to training for citizenship—or rather training in citizenship, for our pupils are already citizens. For years the writer has used the occasion of state and national elections as an opportunity for teaching the duties of citizens, which come then with stronger interest and greater force than at other seasons. A recent political season was utilized in the Yuba City Union High School as follows:

1. The school registration was considered the "great register". All pupils eligible to full citizenship, on reaching their majority or through naturalization, were considered citizens. This included two or three American-born Japanese, some foreign-born children, and children of foreign-born parents. It excluded two Hindu boys born in India.

2. The Student Body of the school has a commission form of government. The five commissioners served as a board of supervisors in arranging for the election.

3. The student list of 220 names was arranged alphabetically and divided arbitrarily into four approximately equal groups, which made up four "precinct lists" on "the great register". Polling places were designated and the regulation election officers were appointed for each precinct.

4. Through the courtesy of the County Clerk every pupil was provided with a copy of the proposed constitutional and statutory

amendments submitted to the people of the State. The Clerk also provided enough "sample ballots" for the election as well as blanks and other election supplies for the polling places. (If the County Clerk does not have enough supplies to spare for this purpose they could be prepared by the pupils in the commercial department.)

5. The copies of the proposed amendments were used as texts in all history and civic classes. For several days preceding the election, regular lessons were assigned in them and discussed. This instruction included practically all of the pupils. Pupils were also encouraged to read the papers and magazines on the political issues of the day and to make clippings of worth-while paragraphs and articles. The four teachers who teach social studies had the general supervision of the "educational campaign", and also of the polling places on election day.

6. Two "public mass meetings" (assemblies) of the pupils were held previous to the election. At the first of these the most important of the amendments were discussed, pro and con, by selected student speakers. This partook somewhat of the nature of a debate on the leading state issues. At the second meeting the case of the presidential candidates was presented, each by two student speakers.

7. To facilitate the "getting out of the vote", on election day, the regular school program

was modified. A study hall with a teacher in charge, was held for the voters of each "precinct". The first three periods of the day were study periods for all. Pupils passed from the study hall to the polls and voted as rapidly as the election officials could accommodate them. Regular classes were resumed at the beginning of the fourth period. The election officials completed the tally and their reports by the end of the fifth period.

8. On election day there were 211 pupils in attendance. Of these 202 cast their ballot. Of the remaining nine two were ineligible. All of those voting voted for a president; the highest vote cast for any of the amendments was 196; for the offices of congressman, assemblyman, and chief and associate justices; there were no contests and in no case did the vote reach 50 per cent of the total ballots cast. On the amendments the vote was:

Number	Subject	Yes	No	Tot.
1	Tax Highway Transp't'n Co.....	91	105	196
2	Salary of Legislature.....	148	46	194
3	Deposit Public Moneys.....	100	82	182
4	Inferior Courts' Juris.....	137	50	187
5	Transfer of Funds.....	64	118	182
6	Personal Property Taxes.....	111	76	187
7	Boxing and Wrestling.....	122	73	195
8	County Officers' Assistants.....	121	65	186
9	Taxation of Securities.....	82	97	179
10	State Taxation.....	89	92	181
11	Klamath Fish and Game.....	148	45	193
12	Municipal Courts.....	129	54	183
13	Poll Taxes.....	133	79	193
14	Bonds Exempt from Tax.....	194	76	180
15	Air Ports Exempt from Tax.....	86	86	172
16	Water and Power Act.....	79	115	194
17	Eminent Domain.....	100	80	180
18	Suffrage.....	152	35	187

9. There are at least three outstanding values that justify the effort and time given to this citizenship activity. First, a clear and definite understanding of the exercise of the franchise. Second, an increased interest in public questions and the responsibility of citizens. Third, an increased interest and appreciation of the election occasion on the part of parents.

MENTAL AGE AND EDUCATION OF CHILDREN

FRANK MONTGOMERY WOOD, Physician, Los Angeles, California

THE future of the race is in the life of its children. The nascent factor in Society is in the child. Theodore Roosevelt said, "If you are going to do anything permanent for the average man, you have got to begin before he is a man."

A good child may be spoiled in the making. There are big chances of success in life, if we permit the child to learn to know its own powers. Past educational methods when dominated by religionists and faddists have persistently attempted to shape the lives of children, so that they would fit into a preconceived mould regardless of the talents or mental powers of the child. Churchmen have been seeking to mould the minds of children in their schools, from the earliest possible age, ignoring the talents of these children and preventing their normal development.

The Mistake Resulting from Ignorance of Mental Age

Mistakes in training and education of children, due to complete ignorance of the mental age and power of children, have vitiated the results of such education in the past. It is a mistake to teach religion in the effort to judge right from wrong prior to the time when the moral sense is developed, which is between five and seven years of age. It is a mistake to punish a child before the fifth year of age, either mentally or physically; because he is merely a good animal up to the time of his beginning to know right from wrong. We do

not permit cruelty to animals, nor should we permit cruelty to children.

One of the most harmful effects of early punishment, for the alleged purpose of instilling the knowledge of right from wrong, is the dominance of fear in the child's life, and the possible dulling or killing the power of correct moral sense, throughout the whole life of the child. Children who have been browbeaten into the parrot repetition of a moral code, established by a dominant, dominating and proselyting religious system, never do have free exercise of good judgment, but go through life dominated by a fear lest they transgress an authority, which cannot rightly exist; hence they never attain perfect exercise of free moral sense. It is a mistake to bury and becloud the budding talent and tendencies of the child with an avalanche of preconceived ideas of right and wrong, which he cannot possibly digest.

Every child that is born has talents which fit him in a peculiar sense for his life work, which is a work for humanity. If that work is to attain success in real service of the race, all his power must have free play, unhampered, undominated, and yet wisely guided, when he seeks advice. There is no greater work than the example of parent and teacher in helping the seeking mind of the child. Here "actions speak louder than words" always. All the teacher can do often is to say: "Look over here, perhaps there is something you are missing;" then let the child mind choose for itself.

Determination of Mental Age and Progress

The value of the determining of mental age as an assistance to the work of mental training, both to child and teacher, is just beginning to be appreciated by parents and educators. How can we hope to train a child, when his mental capacity is an unknown quantity? And yet this is just what we have been doing in the employment of mental tests to determine the past of our educational history. Even now the mental status is neglected. For this reason progress in efficient education of children has been slow and the results unsatisfactory. How can we expect children to advance when morons and partial imbeciles sit together and try to digest cut and dried book lessons, which neither of them can assimilate? There are 9,000,000 adult morons walking the streets of our cities, and they are unknown, not recognized; because their mental status was not determined in the schools which they attended when children.

Vice and Crime and Mental Status

No wonder we have vice and crime running riot in the world. The one big factor in crime prevention is the determination of the mental power of the individual during his developmental period, while he is at school. Then, if he is a hopeless moron, he can be trained to useful tasks, requiring little judgment, and placed in institutions, where he will not be a menace to the public.

Mental Tests and Life Work

Not only do mental tests help determine the economic position of the moron and prevent vice and crime. This is only the negative result of their application in education. The knowledge of the mental equipment of the child is the foundation stone upon which his future success is securely and effectively builded. Often before adult age is reached, the child may become aware of the big thing in life, that he most wants to do. Recognizing his mental equipment, knowing what he can do best, he naturally chooses that thing to do.

Mental Tests and Future Education

Mental tests are to be effective in future education in stopping forced training of the child in work for which he is not fitted and in helping to determine the life work for which he is fitted at such an early age as will make his work a public service and his success a practical certainty.

THE MESSAGE OF THE CLOCK

DELBERT BRUNTON

Principal Fresno High School

THE OLD family clock from its place on the shelf

Calls tick-tock tick-tock tick-tock tick-tock,
The sound travels round like some little elf
Along the ceiling and on the floor,
And calls aloud at each chamber door,
Tick-tock tick-tock tick-tock tick-tock.

In daytime its voice is low and light,
Tick-tock tick-tock tick-tock tick-tock,
But in the silent hours of night
It calls aloud, "Come, wake up, avast,
And take a review of your miserable past."
Tick-tock tick-tock tick-tock tick-tock.

Then pass in review the events of my life,
Tick-tock tick-tock tick-tock tick-tock,
With all its loves and hates and strife,
And viewed thus alone they look petty and small,
And I wonder why I should be here at all.
Tick-tock tick-tock tick-tock tick-tock.

"Now" is the crest of a wave in its flight,
Tick-tock tick-tock tick-tock tick-tock,
We are tossed for a moment, then dropped in-
to night;
And though that moment be three score and ten
It will end very soon, and what of us then?
Tick-tock tick-tock tick-tock tick-tock.

Is there anything here that continues with
"now"?
Tick-tock tick-tock tick-tock tick-tock,
Yes, "Love abides" always, somewhere, some-
how.
And the truth remains constant forever and aye
Though just what it is we can't always say,
Tick-tock tick-tock tick-tock tick-tock.

Then the message the clock is trying to give,
Tick-tock tick-tock tick-tock tick-tock
Is, "Live while you love, and love while you
live",
The truth is in hiding for you to search out,
Just seek and you'll find it, there's never a
doubt,
Tick-tock tick-tock tick-tock tick-tock.

MAKES NATIONAL TOUR OF PRINTING SCHOOLS

WISHING to secure first-hand knowledge of the printing conditions in America's public schools. Mr. Frank K. Phillips, manager of the educational department of the American Type Founders Company, has just completed a tour of investigation of printing schools in the United States. Mr. Phillips expressed to the Sierra Educational News, as his opinion, that he was well satisfied with conditions in the education field as applied to the the instruction in printing.

Beginning at Chicago, Mr. Phillips came direct to the Pacific Coast and visited the following cities,—San Diego, Los Angeles, San Francisco, Oakland, Portland, Salt Lake City, and Denver. He had previously visited schools in the eastern and southern portions of the country. In Los Angeles Mr. Phillips was honored at a dinner by the Printing Teachers' Association of Southern California. At San Diego another dinner was arranged in his honor and attended by printing teachers, Superintendent of Schools Mr. Johnson, and other members of the school system. The dinner at Los Angeles was attended by the printing teachers and by representatives of the employers of the printing industry. Mr. Seneca Beach, head of the Printing Employers Association in Los Angeles, was one of those who introduced Mr. Phillips to the diners. His remarks were supplemented by further introduction on the part of Mr. Kiemholtz, Director of Vocational Education in Los Angeles. Mr. Phillips was pleased with the proposed plans outlined for the printing school in Los Angeles. Mr. Quimby, who also represented the employing printers of Los Angeles, made appropriate remarks regarding the beneficial effects of teaching printing in the public schools, and urged cooperation. Mr. W. A. Kinder, head of the printing department of the Grand Street Trade School, told the people present of his proposed plans.

Upon his arrival in San Francisco Mr. Phillips visited the University of California at Berkeley. He attended the Part-time Conference. He spoke to the printing teachers in the McClymond Vocational School at Oakland. The teachers were introduced by Mr. C. F. Davidson, head of the local printing department. In the same evening Mr. Phillips spoke at a gathering of prominent labor people in San Francisco.

In Los Angeles, San Francisco, Portland and Denver, Mr. Phillips was accompanied by the branch managers of the American Type Founders Company in their respective territories, Mr. Shadinger, Mr. Pinney, Mr. Carr and Mr. Megill. Mr. Bobbitt, who is educational director in the San Francisco office of the A. T. F. Co., was instrumental in getting Mr. Phillips in touch with the labor leaders of the Bay region.

Mr. Phillips expressed appreciation at the attention shown him by the printing teachers, the employers, and the employees of the printing industry of the various states he visited.

"What is your general impression, Mr. Phillips, of printing instruction in the United States of America?" asked the representative.

"Well," Mr. Phillips replied, "it functions in general education as a vitalizing factor, and in industrial education as a means of creating the highest type of apprentices in industry."

Mr. Phillips was asked, "What place does printing have in the junior high school?" His reply was, "It has two motives,—one pre-vocational, which is for the ninth grade. The other is the cultural values, obtainable in the seventh and eighth grades."

"Now, Mr. Phillips, just what do you mean by its cultural value?"

"Why, nothing more or less," he replied, "than the close correlation of all types of academic work, but particularly in connection with English subjects: spelling, punctuation, grammar, paragraphing, capitalization, etc."

"Do you believe, Mr. Phillips, in the practically—or the theoretically—trained teacher?"

"Well, it depends a great deal upon the personality of the teacher. That is the essential point. He must be human, must know his pupils, must appreciate the relation of his work to the rest of the school, and he must know the requirements of the printing industry and the larger needs of the community."

A pleasant coincidence in connection with his tour was meeting in San Francisco an old friend, also engaged in educational work. This was Arthur Dean, well known in the industrial education field of the United States. Dr. Dean contemplated visiting practically the same cities that Mr. Phillips had on his itinerary. Contact with vocational education in

(Continued on Page 199)

CALIFORNIA CONGRESS of MOTHERS and PARENT-TEACHER ASSOCIATIONS

OFFICIAL DEPARTMENT

THE STATE LEGISLATURE

MRS. HUGH BRADFORD, State President

THE legislative bills, as they relate to education, are now being thoughtfully considered by our organization. The first thought has been for the children, their health and their progress. So our executive board is sponsoring a cafeteria bill to aid in the big problem of giving children proper lunches. Our P. T. A.'s in many cases have handled them and have done so most efficiently; our teachers and nurses have reported distinct mental and physical improvement, while habits of proper eating are being established. Not long ago in a cafeteria in the South, two little girls were noticed in earnest conversation. The older, a child of native Nordic-American parentage was bending solicitously over a smaller Mexican child who was eating an ice cream cone. She opened up the little girl's hand and seeing there funds for lunch said, "Oh, you must buy and eat your potatoes first, then ice cream." Both children were under eight years of age and were learning the relative value of food and its normal order in a meal.

Crippled Children

The executive board also sponsors special schools for the crippled children and are back of a bill entered by Mrs. Saylor.

Most emphatically they wish to register their protest against the Deuel bill, feeling that both in its origin and purpose it was dangerous to the best interests of our schools. Letters are to be sent to our legislators to that effect.

Much interest was expressed in the "Parent's Catechism on the Public Schools." The very valuable information contained in the booklet should be a part of the reading matter for every home. It might be called a chapter in a text book for training parents for an intelligent parenthood.

State Convention

The next state convention of the California Congress of Mothers and Parent-Teacher Associations is to be held in Fresno during the week of May 11. The local committees are to be headed by Mrs. Henry Droge and Mrs. C. W. Allen. The delegation of last year was over eleven hundred and it is anticipated that the

increasing interest in the work will bring more delegates this year. Fresno has many fine facilities for convention work and the state executive board feels that this convention should be very instructive and inspiring.

Many round tables will be held and several addresses will be given. We are hoping to have Honorable Will C. Wood and Mrs. Grace Stanley among the speakers.

Safety Education

The National Congress of Parents and Teachers has decided to participate in the Safety Education Campaign directed by Mr. Herbert Hoover. California also has signified its desire to aid in like work. Mrs. Helen Holt of the California Development Association spoke briefly on this topic at the luncheon in San Jose for the executive board. Mrs. Lucy McClintock spoke on Law Enforcement, and in particular for the Eighteenth Amendment.

EXECUTIVE BOARD MEETING

MRS. GEORGE WALE

THE exemplary action of the California legislature in ratifying the Child Labor amendment was the subject of congratulation voiced by Mrs. Hugh Bradford at the executive board meeting at San Jose. "It should be submitted again in other states with changes or plan worked out to guard progressive states against backward states," Mrs. Bradford said.

The P. T. A. is against any measure that will further complicate the administrative machinery of the State Department of Education and establish double authority. Ratification was accorded the California State Committee of Education in its opposition to the Deuel bill. Changes to the State Congress constitution will be acted upon finally at the State convention at Fresno in May.

Anita Day Hubbard spoke at length as editor of Parent-Teacher, the new magazine of the Congress. A cake bearing 28 candles, one for each year of the National organization, graced the beautifully decorated table. Mrs. Edgar DeArman paid a tribute to the life and work of the late Mrs. Milton P. Higgins, past president of the National Congress. Greater respect for law enforcement was a message voiced by Miss Lucy McClintock.



FROM THE FIELD



[In this column there will appear from month to month, as may seem called for, brief notes or queries from teachers—concise, helpful personal expressions of valuation and judgment, upon local or state education affairs of general interest.]

Admission to Our State University

A MEETING of the Affiliation Committee of the University and the high schools was held at Los Angeles, January 10. It was unanimously recommended by the Committee that a sub-committee consisting of Commissioner A. C. Olney, Professor Clarence Paschall, and Principal George Thompson, be established to study critically any problems concerning admission to the University which it may consider proper, with the understanding that the University will furnish facilities for such investigation. It was further unanimously recommended that the present plan of admission for recommended graduates of accredited high schools in California be continued in effect. For other applicants the University contemplates the prescription of a high school program, largely academic in character, which, in effect, is the practice at the present time for graduates of California secondary schools.

It is a matter of satisfaction to the undersigned that the Committee was in complete agreement on the primary importance of a good record in the high school on the part of the students who later enter the University. All evidence presented seemed to show genuine progress in comprehension of the importance of the high school scholarship record. Although, as will be seen from the above, no changes affecting the recommended graduates of accredited California high schools are now under consideration, the Chairman of the Committee expects to report the results of the conferences of the Committee in somewhat greater detail at the Annual Meeting of the High School Principals' Convention.

B. M. WOODS,

Representative in Educational Relations.

A. C. OLNEY,

Commissioner on Secondary Schools.

High School Principals' Convention

DEAR Editor:

Mr. Homer Martin is chairman of the local Santa Barbara Committee which has charge of the entertainment of the principals during the convention. The dates are April 6 to 10. Headquarters will be at Hotel Arlington. Probably only 100 to 150 can be accommodated there. Santa Barbara, however, is a city of beautiful hotels, which have ample accommodations for all. It is the present intention to include sessions from Monday at 9:00 a. m. to Friday noon. I hope every one will make arrangements to be in Santa Barbara for the entire session.

A. C. OLNEY,

Commissioner of Secondary Schools.

Junior High School Literature

DEAR Editor:

It is useless to expect all children (or adults, for that matter) to joyfully approach such lengthy volumes as *Les Miserables*, and the books of Dickens, Cooper, Scott, etc. Junior high school youngsters, however, are ripe for the matchless stories found in these books. Left to themselves, probably most pupils will go elsewhere. There isn't the requisite leisure for reading; "easier" reading abounds. The news-stands are crowded with "Snap-it-up Stories" and "Black and Blue" magazines!

No one wants to "sugar-coat" the youngsters' reading. What is needed is a presentation of great literature in such a way that the modern youth will thrill to the story of David Copperfield as grandma or great-grandma thrilled to the same story, years ago, when it came out in serial form. If we junior high school teachers can bring this to pass, we shall not have lived in vain. Most of us have cold chills at the word "adaptation," but a warm, breathing adaptation can be made. However, it requires creative art.

For example, in introducing Miss Lee's "Les Miserables" to a class, I make the sweeping statement, "I can guarantee you will love this book." They do. I wish it had many brothers and sisters. We are interested in the presentation of heroic characters and heroic events. Both a story and a play, "Davy Crockett, Pioneer," has been prepared, which has seemed to take hold of the children as a heroic character should.

Yours very truly,

ELIZABETH B. MARSH,

Los Angeles.

Orange County

WHAT County can beat Orange? It boasts a grammar school principals and teachers' association that holds monthly meetings, held in the different schools of the county with the various principals acting as hosts. The smaller schools, known as the "Country Cousins," entertain once a year in Santa Ana.

A recent meeting was held in Fullerton with Superintendent Marcy as host, and had an attendance of 218. The topic, "Standardized tests in the three R's throughout the country" provoked a lively discussion. The Association is working with other civic bodies along many lines. A meeting of High School and grade principals soon will be held to discuss mutual problems. A committee has under advisement an evening devoted to "Physical Education." The meeting at Huntington Beach had as host the president of the Association, Clark H. Reid.

ISABEL M. LITTLE, Secretary.

Santa Ana, California.



EDUCATIONAL LITERATURE



Some Winship Epigrams

DR. A. E. WINSHIP of Boston recently gave an address in Berkeley. Some high lights from this address are from notes made by Miss Laetitia S. Meyer, assistant registrar, California School of Art and Crafts.

"Education is going forward just as fast as transportation or industry. There has been more progress in the last ten years than in the previous thirty.

"Everything educational must be considered relative to education in other sections of the country.

"California has done wonderful things in education. But the state that is leading California, that is leading every other state in the Union is a southern state. North Carolina, with no good seaport, no railroad terminal, no orchards nor vineyards, no gold nor silver, no oil nor gas, North Carolina pays 25% more federal income tax than California. Only four states in the Union pay as much income tax as North Carolina. Teachers' salaries in North Carolina are greater than in California. North Carolina has learned that education pays. Her increased wealth at the end of two and one-half years is greater than her entire wealth at the end of the preceding two and one-half centuries.

"Have faith in the positive things of life. The positive electrons of the atom have two thousand times as much influence as the negative ones.

"We are going forward at a tremendous pace educationally. I don't waste my time telling about things that happened in the past. I have all I can do to keep up with the pace of the present."

Rural School Music

COUNTRY children can sing sweetly. The old-fashioned "singing school" was distinctly a rural institution. Cities have developed jazz-mania. Perhaps the clearest, most serene melodies will come from the open country.

"An Outline in Music for Rural Schools" has been prepared by the rural section of the State Conference of Music and recently published by the State Board of Education. It comprises 8 mimeographed sheets. For each grade is given, — aim; attainments; points requiring special attention; bibliography. Space does not permit reproducing the entire outline, for it is replete with helpful suggestions. The following three are typical:

- (1) A teacher should realize the importance of the use of the pitch-pipe in the classroom and never try to pitch a song without it.
- (2) Much valuable time can be wasted in words. Time spent in asking the children questions about the song could be

saved if the habits of finding out these necessary things were taught the children. Two little suggestions are sufficient. They can be told to think key or pitch and to think measure.

- (3) The practical elimination of monotonous from the class is the first duty of the teacher. The devotion of much of the music period in the lower grades to this work is favored, thus making further progress rapid.

If I Were a Boy Again

Charles C. Hughes, City Supt. of Schools

IF I were a boy again I should miss much of the simple life of my childhood days which have advantages over the confusion of the present time, but I would not want to repeat the school of 40 years ago, cold, gray and dull, with its background of rawhide and frequent whacks; its insubstantial buildings and outhouses; its cheerless, unhygienic, poorly ventilated, poorly lighted classrooms; its stiff seatings and atmosphere of restraint; its limited subjects and boasted fundamentals; time wasted on enigmatical examples and arithmetical puzzles which were of little value and never used; dry-as-rot reading material; useless history dates; remote capes and sailor geography, grammatical definitions; songless, cheerless, playless training.

Its very restraint tended to deceit; its only brightness coming from the occasional great natural teacher rising above the poorly trained mass through sheer force of personality, and, in spite of the schooling of the time, instilling in the pupils genuine lessons in character training.

No, I would rather have the schools of today with well trained teachers, beautiful sanitary buildings, clean, healthy surroundings among independent, happy children, with a broad generous curriculum, socialized and adapted to individual needs, recognizing the need to train the child morally, physically and intellectually.

I would still want to be a teacher, better trained than the old opportunities gave me a chance to be. I would want to carry on the work of education as a foundation stone of democracy. I would want to play my part in training youth for social service, each in accordance with his ability and capacity in order that the equality of opportunity and democracy might be perpetuated.

I would want to direct the School of Tomorrow, the essence of which will be character-training and brotherhood, not materialism; contentment, not avarice; helpfulness, not selfishness; schools that will teach service, self-respect, happiness and good citizenship.

These truly are fundamentals that rise as high as mountains above the low plains of the restricted fundamentals of the old schools.

I would want to get all of the schooling possible, entering the kindergarten and passing through the grades, the high school, the university and post-graduate course to prepare myself for teaching and for the direction of teachers.—Sacramento Bee.

The Gnome Owl

THIS is a quaint title of a monthly bulletin published by the Gnome Club of Pasadena. A recent issue, which came to our desk, carried a little poem "A Friend," by H. Fred Peterson, which we reproduce herewith:

We walk through life, each one alone,
Each traveling his way,
Like tumble-weeds the wind has blown
A few feet more each day.

We cross the paths of other weeds,
Blown by the self-same breath,
And as we go we sow the seeds
Of good or bad—till Death.

And going on our lonesome way
We're kicked and thrown aside,
And never once can we repay
The blows that sting our pride.

But now and then a helping hand
Will ease the weary miles,
A friend who tries to understand
Will cheer us with his smiles.

The kindly hand clasp in the dark,—
The smile at each days end,—
The cheerful word,—all these things mark
God's greatest gift—a Friend.

Teacher Tenure and Turn-Over

ABOUT one-seventh of all the teaching positions in America are vacated annually by teachers who are saying goodbye to the classroom. Over 110,000 teachers were needed in 1922-1923 to replace teachers leaving the profession. This figure is based on estimates from state superintendents of public instruction in forty-six states, according to a recent Research Bulletin of the National Education Association. In some sections of the country more than half the teachers are new in their positions each year. The median tenure in the public schools of the United States is four years. The median rural teacher tenure is but two years. This large teacher turn-over means that our children are taught by a constantly changing procession of teachers.

To improve this condition twelve states have already passed teacher tenure laws, which provide indefinite tenure for teachers during efficient service, and good behavior. The principal features of these state teacher tenure laws are: 1. A probationary period from one to three years. 2. Valid reasons for discontinuing a teacher in his position: (a) Immoral or unprofessional conduct, (b) inefficiency or incapacity, (c) evident unfitness for teaching, (d) insubordination, violation of or refusal to obey reasonable rules and regulations prescribed by government of schools, and (e) wilful neglect of duty. 3. Reasonable notice of intention to pre-

fer charges against teacher, and right of counsel for teacher.

The general purpose of teacher tenure legislation is to protect the schools and the teaching body from political attack, to guarantee the able and efficient teacher security in position as long as efficiency and good behavior continue, and to weed out the inefficient teacher.

The data presented summarize the opinions of over 1,000 individual teachers as to what they themselves consider just causes for dismissal. These are the four causes named by the large majority of teachers: (1) manifest or proved physical disability, (2) proved lapse of moral character, (3) proved insubordination to reasonable rules and regulations of employing authority, and (4) continued inability to maintain discipline.

The excellent Research Bulletin raises these questions: Shall our public school teachers be regarded as hirelings with no guarantee of remaining in office over a year and shall teachers be faced constantly with the uncertainty of an annual election? Would school boards exercise greater care in making appointments, if teachers were guaranteed tenure? Isn't tenure legislation, that is satisfactory to both teachers and patrons, the best means of reducing teacher turnover?

English for California Secondary Schools. A suggested outline for a four-year course. By Frank H. Boren. 28 p. paper covers. California State Board of Education. Bulletin No. 29. 1924.

This valuable bulletin covers suggested courses of study in literature, written and oral composition; together with bibliographies, and a plan for the improvement of English expression. Mr. Boren and his committee have accomplished an arduous task successfully and with a view to the practical values of language in daily life.

Webster's New International Dictionary. Regular edition with complete reference index. 2700 pp. 6000 il. Weight 14 lbs. Buff buckram binding. G. and C. Merriam Co. 1925. \$18.00.

The dictionary has been an indispensable school tool, long before the crossword puzzle epidemic ranged the land. G. and C. Merriam Company, for many years leaders in the field of dictionary-making, have achieved a real masterpiece of book making in their New International. Its beautiful typography and durable ensemble is only exceeded by its practical usefulness and up-to-dateness. It has 407,000 vocabulary terms, 12,000 biographical entries and 32,000 geographical subjects.

Probably the most distinctive feature of the New International is the amount of encyclopedic information that it contains. Wherever the reader turns he finds admirably condensed treatises, tables, and illustrations. It is impossible to use the New International without being continually surprised by the range and completeness of the information furnished. The type-matter is equivalent to that of a 15-volume encyclopedia.

To important terms much space is devoted (as star, two columns; man, two pages; autome-

bile, three pages) so that their definitions are mines of information. So completely does the New International cover all realms of knowledge that its possessor will rarely require any other work or general reference. It has been called, next to the Bible, one of the most valuable books in the English language.

Les Miserables. An adaptation for junior high schools. By Ettie Lee. Boni and Liveright. 1924. 75 cents.

When Ettie Lee wrote her adaptation of Victor Hugo's *Les Miserables*, she gave a priceless boon to the children of the English-speaking world. She has written a warm, pulsating story, a story that has caught and held the spirit of the original. This little book of Miss Lee's is on record as having awakened an interest in a great story which librarians, for years, have offered to children in vain. An adaptation that fascinates young readers and drives them to the libraries for the original story, is a rare accomplishment, as those of us who try to teach adaptations know only too well.

At the same time, the story is complete and satisfactory as it stands. Not a little of its charm lies in its simplicity of structure and diction. Only the analytical grown-ups know that, however. For as he closes the book, his eyes shining, the youthful reader exclaims, "That's a real story! Why don't 'they' give us more stories like this?"—Elizabeth B. Marsh, Los Angeles.

The Materials of Reading. Their Selection and Organization. By William L. Uhl. 400 p. Silver Burdett and Company. 1924.

This admirable manual is for teachers of reading and literature. Every successful teacher must plan and organize the content of his course to meet the needs of a particular class. Uhl presents and interprets the experiences of thousands of teachers and the conclusions of many investigators. Valuable chapters, thoroughly and scientifically modern in their viewpoint, are devoted to laboratory investigations, classroom teaching, testing, diagnostic and remedial work. The formulation and application of standards are admirably stated.

Professor Uhl is in the department of education, University of Wisconsin, and his researches in elementary school reading are already widely known. Within the present generation, he avers, a scientific attitude has developed toward all educational problems. This has given rise to a recognition of the need for specific teaching of correct reading habits. A suitable content for this specific teaching is now appearing. Efficiency, both as to time and money cost, is a matter of applied science. The schoolmaster is, in a sense, an engineer. Uhl has made a valuable contribution in a perplexing field.

The Constitution of Our Country. By Frank A. Rexford and Clara L. Carson. Il. 206 p. American Book Company. 1924. 76 cents.

Written primarily for pupils of the seventh, eighth, and Junior high school grades, its clear cut, direct interpretation of the Constitution also serves admirably as a guide for the sixth grade teacher. It portrays the history of the

making of the Constitution, and contains the Mayflower Compact, the Declaration of Independence, the Bill of Rights, and the Constitution itself. By cross references and simple explanations, it makes clear the duties and powers of the departments of our government.

Henley's Workable Radio Receivers. By John E. Anderson and Elmer H. Lewis. 196 p. Il. Paper covers. Norman W. Henley Publishing Co. 1925. \$1.00.

A technical manual, dealing with simple crystal sets, two stage amplifier, simple audion, three-tube regenerative, four-tube radio frequency amplifier, two-tube reflex, five-tube neutrodyne, eight-tube super-heterodyne. Replete with diagrams, half-tone cuts, and the latest radio devices.

La Grammaire and Le Baron de Fourchevif. Two comedies by Labiche. Edited by Herman S. Platt. 151 p. Ginn & Company. 1924. 56 cents.

As a first introduction to French dramatic composition, these two clever comedies of Labiche are particularly stimulating. Labiche's keen observation, his versatility, and the humorous twists and turns of his inventive mind create the kind of lively characters and amusing situations that inspire the imagination of the student-actor. The comedies are written in good French, in the simple and spontaneous give-and-take of ordinary conversation. "La Grammaire" presents some of the favorite types of French comedy—Caboussat, the provincial bourgeois; Poitrinas, the rural pedant; Machut, the typical country veterinary; Jean, the usual comedy servant, and Blanche, the unsophisticated boarding-school miss. "Le Baron de Fourchevif" is an admirable example of the bourgeois comedy for which Labiche is so famous. The central character is M. Potard, respectable as a seller of chinaware, but ludicrous as the pretended inheritor of the De Fourchevif estates.

The revised edition includes a complete vocabulary in addition to Dr. Platt's excellent annotations.

Graded Outline in Hygiene, Book Two. By Walter Frank Cobb. 357 p., il. World Book Company. 1924.

Dr. Cobb is director of the Department of Physical Education and Hygiene, Baltimore, Maryland, public schools, and an instructor in the Johns Hopkins University summer session. He has made the teaching of hygiene his life work. Book One supplied lesson plans and material for grades one, two, three. Book Two covers grades four, five, six. An abundance of superlatively good material is provided in readily available form. The book is conservatively sexless, however, and there appears to be no reference to the most vital facts of life. The book is safe for the most delicate eyes.

Corrective Arithmetic. By Worth J. Osburn. 182 p. Houghton Mifflin Company. 1924.

Under the editorship of B. R. Buckingham, director of the bureau of educational research, Ohio State University, this text for supervisors, teachers, and teacher-training classes, has been produced. Dr. Osburn is director of edu-

cational measurements, Wisconsin State Department of Public Instruction. He has devised healing and medical treatment for the arithmetically sick. Correctives, not for curved spines and flat feet, but for varicose addition and palsied multiplication. Children who have been sad clay in the hands of a stupid potter, now can be reset in the most efficient, modern manner. Seriously, Dr. Osburn has done a fine and distinguished piece of pioneer work—has done it well—and has taken his place among those who are moulding the New Education, which is based on the common sense of science, and not upon the hoary lines of tradition. Every arithmetic teacher should get acquainted with Osburn.

Luther Burbank. Plant-lover and Citizen. By Ada Kyle Lynch. 37 p., il. Harr Wagner Publishing Company. 1924.

A beautiful little book is this, with satisfying pictures, text, musical numbers, and readings. It presents abundant material for a school program centering around California's distinguished citizen. The material has been officially adopted by the Sonoma County Board of Education. It is the author's ambition that it have state adoption, followed by national and international approval. Especially fine, is the half-figure sculpture of Mr. Burbank, by Roger Noble Burnham.

In his message to school children, Burbank says: "Weakling cowards boast, swagger, and brag; the brave ones, the good ones, are gentle and kind. Cultivate kind, gentle, loving thoughts towards every person and animal; and even plants, stars, oceans, rivers and hills. You will find yourself growing more happy each day, and with happiness comes health and everything you want."

The New Barnes Readers. Books Six and Seven. 334 and 492 pp., il. Laidlaw Brothers, Chicago. 1924.

A good series, with several praiseworthy features, especially the new and timely nature of the selections. Some of the patriotic material, however, is a bit slushy. It is also difficult to understand just why the Twenty-Third Psalm should be sandwiched between Poor Richard and Epictetus. The new Barnes Readers, however, have had wide approbation.

Practical Problem Projects. By F. W. Rawcliffe. 112 pp., paper covers, many ils. F. E. Compton and Co. 1925.

An alluring and zestful brochure, brilliantly and profusely illustrated from Compton's Pictured Encyclopedia. Rawcliffe shows the many ways in which modern reference materials integrate with project teaching. The questions are keenly edged; for example, the last question in the book is this

Could we frame more effective legislation in regard to Oriental immigration if we did so in conjunction with the other English-speaking peoples of the Pacific?

The Improvement of the Written Examination. By G. M. Ruch. 193 p. Scott, Foresman & Co. 1924. \$1.80.

Dr. Ruch is associate professor of education and psychology in Iowa State University, and

was associated with Terman in the Stanford revision of the Binet test. He has presented unusually full information regarding the newer objective examination methods. Methods of preparation and application of the tests are thoroughly discussed. A rich assortment of illustrations emphasize and classify the theory presented. A complete high-school content examination is included. Illustrations are given from the fields of chemistry, biology, literature and composition, French, Latin, physics, spelling, reading, history, and manual training.

Dr. Ernest Horn, in the preface, says: "There has now developed a new type of test program . . . These new and more perfect methods of testing fill a need which cannot be met by the use of the standardized tests. . . Dr. Ruch has performed a real service . . . in illustrating so clearly the different ways in which these tests may be prepared."

Raffia Basketry as an Art. By Gertrude Porter Ashley and Mildred Porter Ashley. Second edition. 82 p., col. plates. Published by the authors. Deerfield, Connecticut. 1921.

The Society of Deerfield Industries has revived old and quaint handicrafts in the Berkshire foothills. Mrs. Ashley and her associates make baskets, coverlets, candles, tablecloths, rugs, portieres, bed hangings, dolls, and many other articles. Her book on the raffia basket made its first appearance at the San Francisco exposition, and has enjoyed a wide vogue. She also prepares sets of twelve water-color studies of baskets.

The book is copiously illustrated and with full directions covering materials, technique, etc. The frontispiece, in colors, shows a lovely Japanese landscape basket. Rama basketry has become recognized as an important medium in occupational therapy.

Course of Study for the Third and Fourth Grades. Los Angeles City Schools. Ethel I. Salisbury, director of the course of study. 352 pp., paper covers. Published by Los Angeles City Schools. 1924.

The main feature of this estimable course is the activity program; action is recognized as imperative in the learning process. We learn by doing. The center of the stage is occupied, not by subjects and facts, but the child's natural activities and interests. Every activity should result, and through good teaching does result in knowledge, habits, skills, and attitudes. Miss Salisbury and her associates have done a modern and progressive piece of work.

The School and Country Life. By Samuel B. McCready. 307 p., many ils. and plates. D. C. Heath and Company. 1924.

The rediscovery of rural life has been going on in America for the past few decades. The problems of the open country are being attacked, not with the crude tools of the pioneer, but with the highly integrated technique of modern science. The rural school, instead of remaining merely regrettable and pathetic, has become a challenge, a beacon, a broad highway of approach to rural folk, a new way of remaking agrarian human society.

McCready of Ontario, Canada, has given us a fine, stimulating book, packed with good things

and charged with ideas. This is the first of the Rural Education Series, edited by Harold W. Foght, and written to serve the needs of children who are to spend their lives in the open country and in the rural villages. All of us who are interested in the dawning of the new rural life (which comprehends in itself a whole new philosophy of life for all peoples in all places) thank God for such books as this one, and pray for more.

Choosing an Occupation. A Vocational Civics. By Samuel H. Ziegler and Helen Jaquette. 344 p., il. John C. Winston Co. 1924. \$1.20.

The reviewer heartily commends this book. He congratulates the authors and publishers upon the high quality and many attractive features of the text. Vocational Civics has an important—an acutely important—place in any rational school program. One of the tasks of the school is to prepare pupils to "earn a living." It is quite reasonable that the pupils should be intelligently acquainted with the various ways of earning a living. The world is full of blind alleys, pitfalls, square pegs, round holes, and vocational maladjustment. Some of this is inevitable; much is preventable.

Ziegler and Jaquette have used a simple, easy vocabulary, much historical and biographical material, and good literary style. Each chapter has things for pupils to do and books for pupils to read. There are many good illustrations, and the volume is well bound.

The Early Embryology of the Chick. By Bradley M. Patten. Second edition. 177 p. 64 ill. col. plates. P. Blakiston's Son & Company. 1925. \$2.25.

Embryology is a part of education. The prenatal life is no less important than the postnatal. If school people knew more embryology their teachings would be saner, and their attitude toward children more kindly. Professor Patten, of Western Reserve University, has written an authoritative monograph that now appears in its second edition. The text is authentic; the illustrations are praiseworthy.

Tree of Memory. An Armistice Day Pageant. By Grace C. Moses. 11-page pamphlet. Paper covers. A full-page plate. A. S. Barnes and Company. 50 cents.

This is one of an excellent series of "Pageants with a Purpose," edited by Dr. Linwood Taft. It is loose-leaf style for use of the Physical Education Handbook. Two endings are given: one for localities where memorial trees have been planted, the other where there are no trees or memorial of any sort. This beautiful pageant is given annually by the pupils of the High School of West Orange, New Jersey, as their share in the world's celebration of Armistice Day. Its object is to honor the memory of the twenty-eight boys killed in action, for whom memorial trees have been planted by the American Legion in a park near the school.

Health for Every Day. Health in home and neighborhood. By Maurice A. Bigelow and Jean Broadhurst. 1924. 235, 328 p. il. Silver, Burdett & Company.

These modern health texts are the children of Professor and Mrs. Biology, Teachers' College,

Columbia University, and do credit to their distinguished and capable parents. Professor Bigelow has long been an outstanding figure in the realm of health education; Miss Broadhurst is highly qualified as a teacher and writer. Volume I deals with personal health; Volume II with home and neighborhood. The field of the new health education is much broader and more significant than that covered by the old type of textbooks in physiology and hygiene.

The text is very good, but the arrangement and illustrations are only fair. All of the acknowledgments of pictures should have been bunched as a page by themselves, instead of being strung meaninglessly all through the book. Nobody cares much where a picture came from: the only question is this—Does it effectively tell the story intended for it?

Some of the pictures are poor, others archaic—for example, Fig. 96, Book II. As a whole they are of too many kinds, culled from many sources, and should have been standardized, from an artistic viewpoint. This criticism is a minor one, however, and the books are permeated with a fine, accurate, modern, scientific spirit. They are civic-minded and constructive.

Individual Gymnastics. A handbook of corrective and remedial gymnastics. By Lillian Curtis Drew. Second edition, thoroughly revised. 260 p., 109 engravings. Lea and Febiger. 1924. \$2.00.

A beautiful, well-developed and effective body is one of the goals of the modern educational program. Gymnastics are as essential as spelling or ciphering. Miss Drew of the New York City Y. W. C. A. has written a plain, eminently practical handbook, copiously illustrated. We need the gospel which she is preaching, and more of it, in all our schools. Flat chests and crooked spines are remediable. Humanity, if it will, can recreate itself. The ancient Greeks did!

Shorthand Dictation Exercises. With Gregg Vocabulary. By Jeanette C. Hall and William H. Cunningham. 210 p. Ginn & Co. 1924. 84 cents.

One hundred two-page exercises in pad form, with perforated pages which may be detached. The letters and other selections are well graded, varied, up to date, and practical. Word groups are placed at the head of each selection. These word groups contain the more common and the more difficult phrases in the letters and articles which follow. This pad is a stepping-stone between the textbook and the new-matter dictation. There are two editions—one without a vocabulary, and one with a Gregg vocabulary.

The exercises may be assigned for class or for home study. The pupils write out the exercise material in the space provided. The word groups which require special drill are to be written several times on practice paper or in note books. After their completion the exercises are handed to the teacher for correction and class discussion. On the next day or soon thereafter the exercises are written by the pupils from dictation by the teacher or someone appointed for the purpose.

The results are stated to be: Increased vocabulary, increased speed, increased accuracy of

outlines, uniform and sustained speed in writing; saves the time of teacher and pupil; pupil is quickly prepared for new-matter dictation; an admirable device for providing home study.

Practical Projects, Plays and Games. For primary teachers. By Gail Calmerton. 192 p., il. Berkeley-Cardy Company, Chicago. 1924. \$1.20.

Fort Wayne primary teachers, under guidance of Miss Calmerton, the primary supervisor, are responsible for this useful little volume. The spirit of play is combined with the spirit of work. "We have sought to preserve the initiative of the child," says L. C. Ward, Superintendent of Fort Wayne Schools, "but to merge all individual activity into one common purpose." This is indeed the real business of education in self-governing America.

New Second Reader. By Walter L. Hervey and Melvin Hix. 188 p., il. Longmans, Green & Company. 1924. 72 cents.

School people interested in this member of the Horace Mann readers should first read the New Manual, which gives the background and methodology of the series. The New Second Reader take advantage of the cumulative effect of a series of related incidents and situations woven together into a complete story.

Freehand Drawing, Book One. By Frances Brem and Dorothy Gordon. 64 p., il. Paper cover. Bruce Publishing Company. 1924. 88 cents.

Freehand Drawing is a carefully graded course for the first year high school, allowing for two 45-minute periods per week in a school year of ten months. Perspective, patterns, design, color, object and figure sketching, working drawing, geometric problems, compositions, lettering and posters, are ably presented. The mediums used are pencil, crayon, water color, ink and charcoal. The course is arranged in consecutive series of plates with problems presenting principles of design. It is printed by the offset process with color charts.

Teaching Junior High School Mathematics. By Harry C. Barber. 144 p., il. Houghton Mifflin Company. 1924. \$1.20.

This initial volume of a new and important series, the Riverside Mathematical Monographs, comes from the pen of a well-known teacher of mathematics in the Boston schools. The series is under the editorial direction of John Wesley Young, professor of mathematics, Dartmouth College.

Barber's worthy monograph surveys and interprets, in a practical way, the new unit of mathematical instruction for the junior high school grades. It is intended for progressive teachers and school officials who desire specific and reliable information in this new category of instruction. It will be of direct interest to all educators who deal with the problems of mathematics from grade six through the high school. The section on approximate computation should command the particular attention of science teachers.

"The movement for a sane, but thorough-

going, reorganization of mathematical instruction," states Professor Young, "is running strong." In the vigorous introduction Barber shows how the new program in mathematics has evolved, and the bases for the revision. He has done a good piece of work.

Junior High School Mathematics, Third Course. By Vosburgh, Gentleman, and Hassler. Revised edition. 294 p., il. Macmillan. 1924.

The recommendations of the National Committee on Mathematical Requirements have been closely followed in the revision of this text. The principal changes which have been made in the revision of the Third Course are these: (1) The history of development of algebraic symbolism is told informally; (2) the amount of geometry of a formal character has been materially reduced, yet enough has been included to give the pupil a definite idea of the nature and character of formal geometry, and in every case where there is a natural connection the algebra and the geometry are presented together; (3) only the types of factoring are presented which accord with the recommendations of the National Committee and the College Entrance Examination Board; (4) the amount of problem material has been materially increased; (5) thought-provoking reviews are presented at the end of each chapter.

Les Romanesques. Comedie en trois actes en vers par Edmond Rostand. Edited by Henry Le Daum. New edition. Vocabulary by Noella Dubrule. 135 p. Ginn and Company. 1924. 64 cents.

The poetic excellence and dramatic genius of Edmond Rostand, the beauty and freshness of his plays, endear him to all lovers of fine literature. This light comedy is fascinating by virtue of its fleeting, fantastic, and at times exuberant verse. "The literature of joy," stated Chesterton, in quite another connection, "is infinitely more difficult, more rare, and more triumphant than the black and white literature of pain." This aphorism is true of "Les Romanesques." Straforel, the universal genius and ex-actor, is the real hero of this delightful comedy. Le Daum has done painstaking editorial work, and has prefaced the text with a brilliant introduction, which includes a clear exposition of the Alexandrine or heroic line.

Elementary Algebra. Revised edition. By John W. Hopkins and P. H. Underwood. 358 p. Macmillan Company. 1924.

The Galveston, Texas, Superintendent of Schools and a Galveston high school teacher of mathematics jointly produced this algebra, which has now reached its second edition. The revisions have been made in accordance with the recommendations of the National Committee in Mathematical Requirements. "In treating new matter," state the authors, "the aim has been to be clear and full, and yet to provoke honest thinking." The book is not spectacular, but it is sound and modern.

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Educational Department

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Say you saw it in the Sierra Educational News

NOTES AND COMMENT

VISUAL EDUCATION IN SOME AMERICAN CITIES

From a Survey Made By The Sierra Educational News

CLEVELAND, Ohio.—All the visual material for the Cleveland school system is handled by and through the Educational Museum of the Cleveland School of Education. Each month the Museum circulates a large number of lantern slides, mounted pictures, models, exhibits, and motion pictures. We adjust the material as closely as possible to educational needs and do not consider the entertainment phase. We spend annually \$2,000 for films, \$1,000 for slides, \$3,000 for other visual aids. A generous use is made of industrial films; no motion pictures are used by the public libraries. We find a lack of educational films in all subjects.

WILLIAM M. GREGORY,
Director, Educational Museum.

LINCOLN, Nebraska.—We have the beginning of a definite department of Visual Education. A committee has made considerable study of the problem and has adapted present developments to our use. Most of our schools have slide machines; many of them own sets of good slides. We have, in connection with the general supply department of the schools, a library of slides; we are also building up a library of pictures. We have a stereoscope machine and also portable moving picture machines which are available for use in any school.

We rent motion picture films. A number of good films are available from the University of Nebraska department of visual education. We purchase our slides; also stereoscopes, stereoscopic views, maps, pictures, exhibits, etc. We believe visual education is worth the money, and are spending about \$1,000 annually.

Films that we have found to be good are,—Lincoln Cycle No. 1, 2, 4, 5, 7, 8; President's Answer; Hats Off; Tom Thumb; The Price of Thoughtlessness; As Bruin Junior Sees It; Great White Moth; Snow White; Magic Cloak; The Knowing Gnome; Felling Forest Giants; Capturing Lions by Aeroplane. We have made use of a number of industrial films; the Waterman Fountain Pen, for example; also the Studebaker film. These have a limited use, however, and are not always well adapted to school children. Films having a maximum educational value have been rare. Those that are good are not always easily available. The slide and stereoscopic people have made great strides in providing appropriate subjects.

We have found the Bausch and Lomb projector, the Acme, SVE, and the Picturol very efficient machines. Costs are moderate. In our high school we have a high-priced stationary type machine. Motion pictures will have an increasing use in school work. This will de-

pend very largely on adequate provision for dark rooms in connection with the regular work of the school, or in a better development of the daylight screen adapted to the motion picture. Among the great difficulties is the fact that educational films are not suited for different grades of instruction. Such films as have been made are not easily obtainable. The co-operation of the motion picture industries and the educators has already done much to lessen these difficulties.

MILLARD C. LEFLER, Supt. of Schools.

CHICAGO, Illinois.—We use many visual aids of all types. Mounted specimens of nature objects are furnished to the schools by the Field Museum. Stereographs are used extensively in the schools, where they are kept permanently. We have a library of about 100,000 lantern slides in our central bureau. These are circulated freely and continuously throughout the school system—a turnover of about 50,000 slides per month in this service. We have between 400 and 500 reels of motion picture film which we are using. We are steadily adding to all of these collections and obtain our material from all sources. We spent \$137,000 in 1923-24.

The list of educational films which can be used to good advantage as supplementary work

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This book is distinguished by its easy narrative style and its clear and logical presentation of the important facts of commercial geography. The treatment is simple, direct, teachable, and skillfully arranged. The main unit is the country. More than one-third of the book is devoted to the United States. Particular products are also frequently taken up in connection with the countries where they are especially important. The volume is thoroughly up-to-date and takes into account the information collected in the latest censuses of the United States and other countries. The selection of material is such that the book will reflect the existing conditions for a long period.

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for text-books is great. Let me call attention to splendid films produced by Charles Urban and George Kleine, both of New York City, the Visual Text-book Publishers of Los Angeles; the Society for Visual Education of Chicago and many others. The Educational Screen, published at 5 South Wabash Avenue, Chicago, gives as a premium to their subscribers a booklet called "1001 Films," from which selection of good films can be made for non-theatrical use. We make extensive use of industrial films. There are many films on safety, standard-width stock, that can be secured free of charge, with the exception of expressage.

For fixed equipment we have found the Simplex, Powers, and the Motigraph machines very satisfactory. The cost of these machines, dependent on the completeness of the equipment, varies from \$600 to \$1,200, exclusive of booths. There are several good types of portable machines on the market, which cost from \$250 to \$375. The Devry, Acme, and American are among the best we have seen.

The outlook for a greater use of films in the schools is very promising. The difficulties in the past have been a too meager production of educational types of films and too few of them printed on non-inflammable or safety stock. These two limitations can be overcome by a greater use of those now available and a united demand that all educational films be printed on non-inflammable stock of standard-width gauge.

DUDLEY GRANT HAYS,
Director, Visual Education,
Chicago Public Schools.

DETROIT, Michigan.—Films are used in 64 elementary schools, 6 intermediate and 4 high schools. Our platoon organization is well adapted for the use of films. These films are delivered to the schools and are shown in the auditoriums. The unit of organization for the film circuit is three schools each week. In two weeks time films are used in 69 elementary schools. This does not mean that films are used only on the regular film day. All schools having standardized equipment make frequent use of numerous films. The auditorium teachers work with the various departments in order to promote the greatest correlation between the school activities and the films used. There are 82 schools that have the Keystone "600" set; extensive use is made of this material. The department has 15,000 slides which serve as supplementary material. Visual centers are being established in order to determine techniques for the use of this material. Exhibits are being used more and more each year. We secure material from many sources, and spend annually,—films, \$7,000; slides, \$3,000; other visual aids, \$1,000.

Industrial films have been used extensively in the elementary, intermediate and high schools. Cass Technical High School makes frequent use of many films. The vocational departments are using films with good results. Films on literature suitable for the lower grades has always been a problem. Films suitable for special programs (Lincoln's Day, Christmas programs, etc.) are not available. Films of any type for the lower grades are not available in large quantities.

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A FUNCTIONAL grammar which gives thorough drill in the essentials only, the fundamentals which have a function in shaping our everyday speech.

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Our most noted statesmen have often said that agriculture is the most instructive and most fundamental occupation of man. Yet in the past we have failed to recognize the greatness of our leaders in the development of the soil.

A. E. Winship, Editor of The Journal of Education has collaborated with
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 Teachers College in Ohio, in the writing of

FIFTY FAMOUS FARMERS

in order to show us that our agriculturists have performed deeds far more important to our economic welfare than the idolized acts of many of our soldiers.

The authors have made six distinct groups as follows:

- Farm Inventors.
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Each group includes biographies of certain men who have made noteworthy contributions to this fundamental science.

This book is valuable, however, not only as an authentic biography but it impresses on the reader some of the most important principles involved in the development of modern scientific agriculture, so that the reader of this book learns more of his own America and the men who have done so much to make it a better and prosperous country.

Every student of agriculture should have an opportunity to read this book.

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Say you saw it in the Sierra Educational News

For the elementary schools we have found the Acme No. 12 best suited for this work (safety, illumination, service). We are using the Powers and Simplex in the intermediate and high schools. We have some S.V.E. machines in the intermediate schools.

I think the following problems should be worked out in research fashion:

- a. Selection and validation of film-rating cards.
- b. Developing of a teacher technique for the presentation of educational films.
- c. Establishment of a scientific basis for the selection of educational films.
- d. Working out of a plan for establishing reliable sources of films.
- e. Revision of courses of study actually listing all visual aids that are available and usable for instructional purposes with each unit of work.

We are attempting to work out points a, b, c, and e in the Detroit system. These processes are slow and must be worked out carefully.

W. W. WHITTINGHILL,
Film program-city exhibits,
Visual Education Dept.

CHILDREN'S PETS EXHIBITION

DR. FREDERICK W. D'EVELYN, Superintendent

THE Children's Pets Exhibition announces its next exhibition, to be held in San Francisco, April 7 and 8. This date has special significance for thereon the C. P. E. passes out of its 'teen years' and records its twentieth anniversary. Those most intimately associated with C. P. E. progress and growth, admit the double decade, but do not concede any aging. Experience, true! but otherwise the faith, energy and zeal of the C. P. E. is as youthful as ever. How could it be otherwise when its very being rests upon the ever recurring crop of children; each replete with the instinct of the type but ever new with the recentness of its individuality.

The C. P. E. has upbuilt an arena of action and resource that in its twenty years has transmuted the initial "show in a balcony" into a movement that has become international in its appeal and world-wide in its utilization. From its inception the society has maintained a consistent idealism; elastic enough, however to adopt itself to the needed variance demanded by external or specific conditions.

Speaking of these demands Superintendent Frederick W. D'Evelyn says "In our outlook for 1925 we are not unmindful of the fact that times have changed very much in the twenty years of C. P. E. experience: housing conditions; educational demands; civic surroundings of ethics, fashions and fancies. New complexes demand recognition, grave problems need tactful treatment.

"It seems to us in the score of years just closed that our city children have lost three years of youth. This is a sacrifice, a displacement that it will be difficult to compensate, much less to atone for. There is a loss of values for this premature dentition, this senility of adolescence, that we must fully assess, and adopt measures to counteract and minimize.

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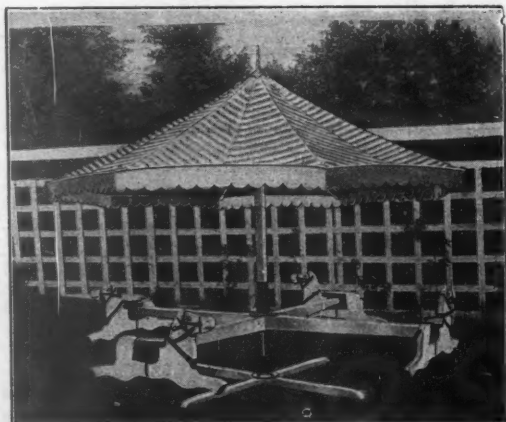
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"Nature instincts are dominant factors in the young human's make up. It surely is essential that those instincts be wisely directed rather than be ignored or lightly esteemed."

Such a policy the society has maintained and therein it is deserving of the helpful co-operation alike of civic bodies, educators, and parents. Our affiliation with the local society for the prevention of cruelty to animals has proved to be of mutual advantage. The C. P. E. exhibitors very soon learn the fundamental fact, that love and kindness are essential in the care of pets, otherwise, there is absent that subtle intangible something, that the pet-expert senses and looks for, and which separates "the pet," from the mere "entry" in a C. P. E. Humanness, the anti-body to ignorance and cruelty, is interpreted in the broader concepts of experience and intelligence.

Just as naturally as the purposes and services of the C. P. E. become aligned with humaneness and anti-cruelty; equally so do the same attributes join them with education. The C. P. E. must ever find its raw supplies in the school room, from the kindergarten to graduating class of the high school. This relationship is claiming attention more and more, as the movement develops.

The "Pageant of Youth," allegorical, musical masque, will be presented the week of March 30 in the San Francisco Civic Auditorium. The pageant levies tribute on all the arts of the stage. It is said to be a flash of scenic beauty, a blaze of almost oriental splendor. The angel guardians of Youth wreath the solemn and stately minuets, the angels of darkness toss and swirl in demonic fury. Great success has attended the pageant in eastern cities. More than 50,000 people witnessed it in Chicago. It has also been produced in St. Louis, Cincinnati, and Pittsburgh. An orchestra of symphonic proportions will play the elaborate musical score, comprising works of the best composers.

Lucy M. Young, county superintendent of schools, Trinity County, and her associates are actively pushing a campaign for 100% enrollment in the C. T. A. The County Board of Education has passed a resolution urging all teachers to join.

Teacher improvement in service has been investigated by a Committee of the Pasadena Research Council. The Committee recommends a single salary schedule, ranging from \$1400 to \$3200. May I. Newby is chairman; the other members are Wm. E. Ewing, Frederick H. Shackelford, Chester A. Pugsley, Mabel Palmer, Edwin Price.

The Johnson Immigration Bill, passed at the last session of Congress, is already being subjected to attacks. A bill has been introduced by Representative Perlman, of New York, which would allow aliens whose views were approved prior to July 1, 1924, irrespective of the Immigration Act of 1924. The effect of the proposed legislature would be to let down the bars and allow large numbers of immigrants, who are now forbidden entrance, to come into this country.

Do You Teach the Social Sciences?

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Among its 300 maps are physical, political, density-of-population, rainfall, temperature, products, relief, historical, soils, railway, cities-and-their-environs, and commerce maps.

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This atlas is low-priced enough
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John Martin's Book, the Child's Magazine, is now used in hundreds of primary grade school rooms as the basis for supplementary work in English, Reading, Vocabulary Building, Primary Project Work and Drawing and Color Work. The magazine encourages individual reading. It is a store house for opening exercises. Twelve issues yearly.

An Educational Bulletin called The Little Child at School is mailed free monthly separate from magazine, to teacher and school subscribers. A year's subscription to the magazine at \$4.00 will give you a storehouse of interesting, illustrated material together with helpful Bulletins showing useable school room methods.

Sample copy of magazine and of Bulletin
will be sent free on request.

John Martin's Book House
33 West Forty-ninth St. New York City

Of course, every teacher wants to get away this Summer and of course every teacher wants to make money—

But How Do Both?

THE great International Compton Service answers the question. You tell us about you and we'll tell you about it.

One-third of the teachers of this country, who don't go to Summer School, make beds and wait on table at summer resorts and don't have a good time and don't make any money.

Another third take a summer travel tour, spend what little money they had saved and come back broke in the fall.

The other third just stay home and vegetate. That isn't any good either.

Now some of you come this year and try the Compton Service.

First of all, this Compton Service gets you away from home and into new surroundings for a while. That is more important to a school teacher than to any other human being.

Second, it lets you travel extensively on Compton money instead of on your money. That's mighty important.

And third, it brings you back home with several hundred dollars in your pocket. And that gives you a very comfortable feeling.

Of course, selling the Compton Service means a lot of work; money doesn't grow on trees.

But it also means a lot of fun, with plenty of time to enjoy it.

Remember, the Compton Service is a great International Institution with hundreds upon hundreds of women (most of them teachers, like you) representing it. You're trained before you start and you're paid a salary while starting.

This summer we can take two hundred teachers between the ages of 25 and 40 into our organization. These teachers must have some

normal or college training, with at least two years of teaching experience. They must be in perfect health and free to travel. And they must be willing to work hard in order to be able to play hard.

Now, if you are live and ambitious and full of life and willing to learn and eager to earn, then sit down tonight and write us fully about yourself. Not one page, but ten pages if necessary. We are looking for material—good material—and we'll read many pages to find it. So write us confidentially all about yourself—who you are, what you are, how old you are, what you look like, your personality, your executive ability, when your school closes, how many weeks you can work and everything you think will interest us.

There may be more in this for you than you ever dreamed of as you sit there now. Make good here and you may not want to go back in the fall!

Of course, we give preference to those who can start earliest and work longest

F. E. COMPTON & CO.
Dept. 5-1, 58 E. Washington St., Chicago, Ill.



\$1000

"Last summer I made more than \$1,000.00 in the Compton Service."

—Frances Short

Say you saw it in the Sierra Educational News

GEOGRAPHY

(Continued from Page 164)

those foreigners do such foolish things." That is the stuff of which war is made. The foreigners do not do such foolish things. They do such natural things, as we can see if we really understand them, their position, and their problems. The great spiritual and mental test for success in the teaching of geography is the creation of understanding. We present to the child the fact that a foreign people is different from ourselves. What is his first reaction? Does he without understanding judge it and dismiss it with a bad name as Wop, Dago, Guinea, Greaser, or some such? Or does he desire to understand why they are different?

The C. T. A. Central Section elected the following officers for the current year: President, O. S. Hubbard, Madera; Recording Secretary, Mrs. Meta N. Footman, Madera. Delegates to the State Council,—William John Cooper, Fresno; L. E. Chenoweth, Bakersfield; S. J. Braine, d. Tulare; Miss M. L. Richmond, Hanford; Robert J. Teall, Madera; C. L. Geer, Coalinga; E. W. Hauck, Reedley.


Resolutions were adopted as follows—(1) Appreciation for hospitality and entertainment; (2) endorsement of Mark Keppel's work in the cause of education; (3) that Raisin Day be celebrated on Friday or Saturday; (4) that speakers from a distance be given first place on the program; (5) that a campaign of education be conducted among teachers throughout the State, as to the value of the California Teachers' Association; (6) necrology—Victor C. Gaines; (7) recommending school legislation. Wm. A. Otto was chairman of the resolutions committee.

California State Credentials—The Commission of Credentials announces the following resolutions recently adopted by the California State Board of Education:

1. That the holder of a School Administration Credential shall be authorized to engage 'n general school supervision, but shall not be authorized to supervise one or more special subjects as a full-time occupation.
2. That the list of institutions accredited for special certification be abolished and that after July 1, 1925, all candidates for special certificates shall be required to make application to the State Board of Education. State Teachers Colleges will issue diploma-credentials in special subjects.

Miss Mary Trumper was re-elected state superintendent of Montana by a large majority at the recent election. Her administrative organization comprises 5 women and one man.

A committee of seven on home education has been appointed by the U. S. Commissioner of Education. It met in Washington, D. C., in January. There appear to be no representatives from the Pacific Coast on the Committee.



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INCREASES VITALITY

For tired out Men and Women

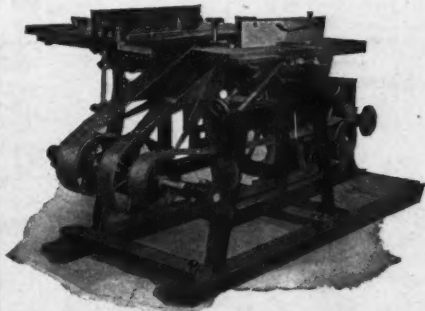
A teaspoonful of Horsford's Acid Phosphate added to cold water is delightfully refreshing. Exhaustion and weariness disappear, strength and endurance increase. The tonic action of Horsford's Acid Phosphate, with its purity and reliability make it the ideal stimulant. Non-alcoholic. Dose: A teaspoonful three times a day in a glass of cold water.

Horsford's Acid Phosphate

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Rumford Chemical Works Providence, R. I.
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LARGEST STOCKS ON THE COAST



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The line of Bradley Primary School supplies contains the best available material for teaching small children the rudiments of language, arithmetic, spelling, color and form. It includes an unexcelled assortment of word builders, sentence builders, number builders, peg boards, colored sticks, counting blocks, geometrical forms, cutouts for color and construction, and a variety of practical helps for the teacher, obtainable from no other source.

**BRADLEY
KINDERGARTEN AND PRIMARY SUPPLIES**
are fully described in
**Catalogue A
BRADLEY'S ART MATERIALS
Catalogue B**
MILTON BRADLEY COMPANY
554 Mission Street, San Francisco

The advertisement also features several images of educational materials: a Newton's cradle, a geometric pattern, a circular pattern, a square pattern, a shield-shaped pattern, a word builder box labeled 'WORD BUILDER', a number builder box labeled 'NUMBER BUILDER', a sentence builder box labeled 'SENTENCE BUILDER', and various geometric shapes and patterns.

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SOME DON'T'S

(Continued from Page 172)

self from the community affairs which regularly occur on Friday and Saturday nights.

Be a Roman in Rome

Learn to take the temper of a community. No matter how much you love to dance do not offend a people that do not largely approve. On the other hand, if you do not approve do not more greatly offend those who love to dance by starting a righteous crusade against it. Leave that to the people themselves. If you wish to be brave and valiant and self righteous and get your walking papers at the end of the term, that, of course, is your affair.

Don't tell all you know. A teacher gossip can make no headway in a community.

Humility

Don't be opinionated.

Don't feel yourself superior and show it. Remember that although you have a college or normal education, and many of them may not, these people have learned in their years of living many things of which you are in supreme ignorance. The brand-new graduate can be the most insufferable bore in existence. No finer feelings of kindness and courage can be found than among the country population of our land. To be sure, you will at times feel you must get away for a long chat with some one who speaks your language, that of school and college, but the language of the heart is the same everywhere.

The new auditorium of the Point Arena Union High School was formally dedicated on January 22. Decorations of ferns and other greens were used effectively on the large stage. Informal talks were given by Dr. Huntley, a member of the board of trustees, Mr. Selzer, principal of the high school, and County Superintendent Roy Good of Ukiah. Rev. Miller, of Alameda, gave an interesting address on community problems and their relation to the school. Music was furnished by the high school and, following the program, three short basket-ball games were played by the pupils of the physical education department.

The single salary schedule in practice is considered by Prof. James F. Hosc, Teachers College Record, Vol. 26, pp. 288-294, December, 1924. He shows that the modern platoon school, with a hundred teachers, specialists, and highly differential courses, has little in common with the primitive "district" school of our fathers. It demands a high order of ability and entails heavy responsibilities on principal and staff. The public is gradually awakening to this fact. Salaries will be made commensurate with the tasks.

Stanford University California

Summer Quarter, 1925

First Term—June 23rd to July 25th.

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Courses offered in regular college departments of same character and credit value as during other quarters. Special opportunities for graduate work for higher degrees. Properly qualified students may obtain master's degree by attendance at three summer quarters.

In the School of Education enlarged program for teachers and school administrators.

Stanford is a residence university. Delightful living conditions in an ideal summer climate.

Organized week-end outings, public lectures and entertainments.

For announcement of courses and other information, address

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Each Esterbrook pen is a fine steel instrument, delicately fashioned and adjusted to fulfill one purpose: to help make handwriting easy and readable.

Send 15 cents for the 12 most popular pens in the world; booklet of 100 famous autographs will be sent free.

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Immediate Delivery

51 branch offices and distributing organizations throughout the country have stocks on hand now in anticipation of your emergency requirements.

Fifteen Models

Catalogue A-155, sent on request, pictures and describes fifteen models for classroom and auditorium, thus insuring the right desk for every school need.

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Two Hundred and Seven Thousand [207,000]

Complete revolutions in an hour.

And yet the vibration is so slight that it can hardly be detected. Therein is one of the reasons why so many Schools are adopting Little Giant Motor Headstock Lathes for vocational training. A boy, a stick of wood, a chisel and a Little Giant Motor Headstock Lathe—these afford unlimited possibilities for development of useful skill, development of the senses of proportion and of beauty, development of creative power, development of earning ability.

What other investment can you make in shop equipment that will render so large a return in educational value? None. Witness the fact that we have just shipped 13 Little Giant Lathes to one School Board.

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Head Stock Motor Lathe

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PRINTING SCHOOLS

(Continued from Page 177)

these cities was established before the two men returned to Chicago to attend the convention of the Vocational Education Association in February.

Speaking of conventions, Mr. Phillips was reminded of the one at Indianapolis where the invitation of the City of Los Angeles was presented by Mr. Klenholtz for the National Society of Vocational Education to meet there in 1925. Mr. Phillips thought that not only the vocational educators of the country, but also the exhibitors ought to give full consideration to this invitation.

Los Angeles County for two years has conducted its institute on the 2 day, 3 day plan; that is, 2 days local institute and 3 days with C. T. A. Southern Section. There comes strong objections to this plan, instead of the 5-day formerly, from many superintendents, for the following reasons:

1. It is more expensive to carry on 22 separate district institutes than to have the sessions with the C. T. A. for the full five days.
2. The institutes are not so instructional nor inspirational. There are only two talks per day at the local institutes. These talks probably are not so good, as the speakers would be inspired to greater effort addressing 6,000 listeners than to speak to a hundred or so.
3. The local institutes necessitate so many one-day holidays as to interfere with our best work in the school. For instance this year we had the following holidays following swiftly on each others heels: November 11, Armistice Day; November 18, Institute; November 27-28, Thanksgiving. Holidays became a joke and the gossip on the street. People wanted to know what the teachers were paid to do, etc. These numerous holidays seriously broke into our school-work. These are three of the many reasons the present 2-day, 3-day plan is not thought to be the most successful plan.—W. L. Stuckey, District Superintendent of Schools, Huntington Park.

Children's Pets Exhibition, under auspices of the San Francisco Society for the Prevention of Cruelty to Animals, will be held April 7 and 8, at the Civic Auditorium.

The Parent-Teacher Association of Cottonwood recently held their regular bi-monthly meeting. Miss Beatrice Woodward of the State Health Control was present and gave an interesting talk on malnutrition. Miss Alice Ringheim, Shasta County Health Nurse, urged the serving of milk, during recess, to the children. The program for February was outlined, covering Child Welfare problems. A committee was also appointed to arrange a St. Valentine's Day Tea. A committee on lights was appointed to discuss the installation of electric lights in the various rooms of the schoolhouse.



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um, Nutrition, Johns Hopkins; Rescneau, Public Health, Harvard; Sedgewick, English, University of British Columbia; Shearer, Primary Methods, Long Beach, Calif.; Turner, History, Harvard; Walker, Efficiency Methods, Washburn Mfg. Co.; Dr. Widson, Irrigation; Wilkerson, Home Furnishing and Costume Design, New York; Miss Moriarty, Health in the Schools, New York.

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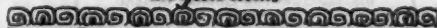
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SUMMER EDUCATION

(Continued from Page 154)

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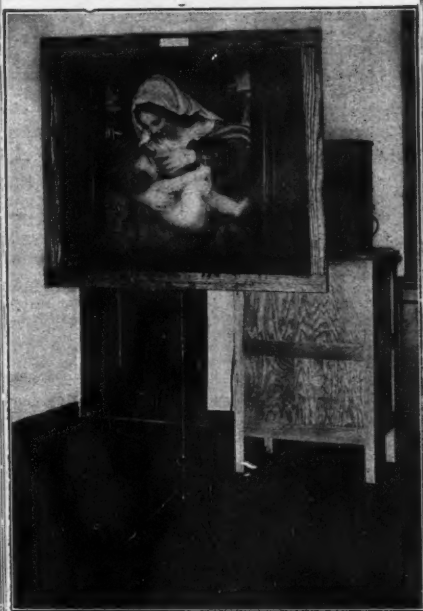
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HOME ECONOMICS

Of one California teacher the Bulletin of the California Home Economics Association last October reported that she "attended Summer Session at O. A. C., which gave her so many new ideas that she came home and reconstructed her entire course of study."

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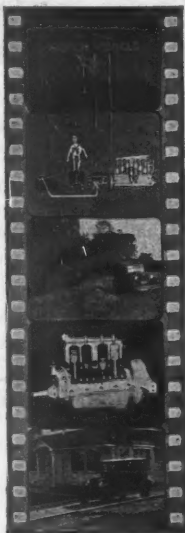
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The Service Veterans of the United States, a patriotic organization, in their official declaration of principles, state that any business that is not profitable soon ceases to exist. A forward step toward peace is to take all profit out of war. They observe that there were about 7,000 millionaires in the United States when the War alarm rang around the world, and that there were 30,000 millionaires in the United States when the Armistice was signed. They demand that Congress pass a law providing for the conscription of money as well as fighting men should there be another war.

Calaveras County grand jury has recommended to their legislators that the salary of the county superintendent of schools be increased from \$2000 to \$2500 per year.

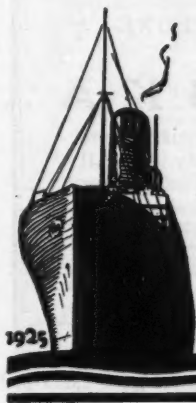
County Superintendent Chas. F. Schwoerer is recommending a plan of school consolidation. The grand jury has approved the plan and urges that it be made effective. A progressive and common sense technique for graduation for the elementary schools has also been developed and made operative by Supt. Schwoerer. Graduation, by his plan, is based upon,—teacher's judgment; standard tests; county board tests. "The best interests of each pupil," states Supt. Schwoerer in his bulletin, "will be the ruling principle in determining whether or not a pupil should graduate. It may be to the best interest of a certain 16-year-old boy who possibly is not up to standard, that he be allowed to go to high school and enjoy the association of boys of his own age rather than that he be compelled to retake the eighth grade with classmates several years younger than he. On the other hand, it may be to the best interest of a physically and socially immature 12-year old just on the line in his subjects that he stay another year in the elementary school.

"In other words, the physical age, educational age, and social age of a child should be carefully considered in passing judgment. In every case, however, each pupil must be considered individually and apart from every other pupil. Standards and systems must give the right of way to the individual." This is the best kind of modern educational thought and practice, and merits the highest praise.

The National Conference on Educational Method is anxious to increase its membership, which now numbers 470 members. It may be that there are subscribers to the "Journal of Educational Method" who do not know that the subscription fee both pays for the Journal and for membership in the National Conference. A Journal subscription, however, does not automatically make the subscriber a member of the National Conference. The subscriber becomes a member of the National Conference by making it known that he wishes to be such a member. Becoming a member of the National Conference has the effect of transferring \$1.00 of the Journal subscription fee to the National Conference.

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An irrevocable \$25,000 trust fund in honor of his mother and to be devoted to the help of needy and retired teachers of the San Francisco public schools, has been created by A. P. Gianini, of the Bank of Italy, San Francisco. Gianini expresses the hope that the gift may be but the fore-runner of similar donations for needy teachers who, he says, "may not be in a position in their declining years to enjoy the ordinary comforts of life." The trust will be principally devoted to the annuitants of the school department who may be dependent upon the meager pensions that they receive.

A home for aged teachers is being promoted by Miss Olive M. Jones. Miss Jones in a home bulletin, narrates many pitiful cases of superannuated, lonely, retired teachers. A series of attractive and well-managed homes, throughout the nation, would be a God-send to thousands of aged teachers.

Richard A. Searing, secretary of the New York State Teachers' Association for more than a quarter of a century, has been re-elected by a unanimous vote. During his period of service the membership has increased from 573 to 30,000, and the budget from \$4,000 to \$47,000.

Stanley D. Hastings has joined the staff of the American Book Company in San Francisco. In his field work for the company he will give special attention to the Bay Region. Mr. Hastings is a graduate of Haverford College and enters the California field splendidly equipped for the work.

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The Rhodes Scholarships regulations, revised to date, are announced in a U. S. Bureau of Education circular on higher education, No. 29. No election is made in California this year. Mr. F. P. Griffiths, Balfour Building, San Francisco, is the California repository of information, to whom applications and queries should be addressed.

The most potentially dangerous person for any school system is the able citizen who imagines, guesses or fears what is going on in it, but does not know.—Carter Alexander, Teachers College.

"The essential fact," declares the recently dismissed and re-appointed Chancellor of the University of Kansas, "is that I have resisted the repeated efforts of the governor"—in political attempts to force appointments and removals, in violation of the Kansas statutes.

World Federation of Educational Associations meets in Edinburgh, Scotland, this summer, July 20-28. An invitation has been sent by the officers of the association to ministers of education in all countries and to educators generally, to attend the coming meeting. Educational associations of nation-wide scope are invited to join the federation. The federation seeks to promote international understanding and to bring the peoples of the earth together on the common ground of education in a greater bond of brotherhood to the end that justice and good will may prevail.

Say you saw it in the Sierra Educational News

The **Public School Music Bulletin** is a new journal, published nine times a year, in Los Angeles, California. The editors are Emma M. Bartlett and Annie Marie Clarke Ostrander. It espouses adequate musical opportunity and encouragement for every child through his entire school career. It champions the recognition of School Music as an essential factor in the mental, moral, and cultural developments of youth and as an aid to good citizenship. The make-up and textual material are excellent, and the new journal has a vitality—important field. Music is basic in education and in life.

The **National Vocational Guidance Association** has branches in 16 states and cities. California is prominent among these, and has two branches,—northern California,—secretary, Granville E. Thomas, 12390 Oxford St., Berkeley; southern California—secretary, Eliza R. Pendry, Le Conte Junior High School, Hollywood.

A **directory** of California secondary school is being issued by the state board of education. It is free to high school principals, city and county superintendents, and a few other officials. To all others a charge of \$2.00 per copy will be made.

Teachers of English in the San Joaquin Valley met at Fresno January 24 and organized a branch of the State Association of Teachers of English. The initial membership is about fifty with every prospect of a rapid and steady increase. The following officers were elected:

President—G. M. Klingnes, Vice-Principal Kernan High School.

Vice-President—F. A. Bessett, Principal Fowler Grammar School.

Recording Secretary—Miss Ruth Shilling, Teacher, High School, Fresno.

Correspondence Secretary—Treasurer — Mr. Lundkvist, Fowler High School.

The following have been appointed chairmen of standing committees: Program—F. A. Bessett, Fowler Grammar Schools. Research—Miss Wear, Fresno State College. Legislative—Miss Susie B. Rabourn, Fresno High School.

Foster children are the subject of a noteworthy survey. The Commonwealth Fund of New York has granted \$15,000 for a study of foster children by Louis M. Terman, Stanford University, and Frank W. Freeman, University of Chicago. Dr. Terman will make a comparative study of foster children and their foster parents. Dr. Freeman will make a comparison between foster children and their brothers and sisters, to determine whether the advantages which foster children receive enable them to make a higher score on mental tests.

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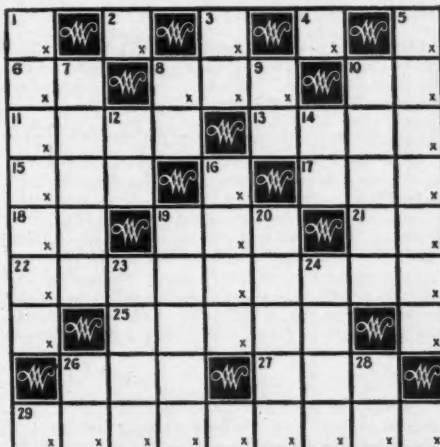
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Horizontal

- 2, 3, 4 Procure—go out and buy
- 6 Printer's measure
- 8 Article
- 10 Tellurium (symbol)
- 11 A deep, loud cry
- 13 Part of a fishhook
- 15 A Japanese coin
- 17 Possessions
- 18 Exacts
- 19 A thing (Latin)
- 21 Pronoun
- 22 To affirm (obs.)
- 25 Made of oat grain
- 26 A portion of a curved line
- 27 Letter of Greek alphabet
- 29 What Webster's New International Dictionary is

Vertical

- 1 The oldest firm of dictionary publishers in the U. S.
- 3 An expression of inquiry
- 5 The greatest American lexicographer (surname)
- 7 Not dry
- 8 Initials of an American president
- 9 Erbium (symbol)
- 10 A characteristic
- 12 Article
- 14 Exclamation
- 16 Most excellent
- 19 Extend
- 20 Guide
- 23 A wrongful act in civil law
- 24 A person opposed to anything
- 25 Gold (symbol)
- 28 Preposition

x Suggestion: Use colored pencil for letters in these spaces

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The Sacramento School Department has an administration building wherein are centered all activities of the Department. The physical development department, with its school physician, three nurses, dentist, and dental hygienist, has its office in the building. Therein, are the various offices of the supervisors of physical education, manual training, kindergarten, music, domestic training, and drawing, also the office of the attendance department. The Parent-Teachers' Association has its headquarters there. Suites of rooms are provided for the superintendent and his educational force, and for the business manager and his force. The commissioners of education also have rooms in which they meet. A storeroom for supplies and books is on the lot. The building concentrates school activities and meets a long-felt want.

The Day Nursery Bulletin made its first appearance this winter and is issued monthly. Its aim is "to distribute information from nurseries which have reached a high standard, and to give advice and instruction to nurseries just opened and to the established ones which have not yet reached high standards owing to adverse circumstances." Published under the auspices of the National Federation of Day Nurseries, 105 East 22nd St., New York City.

The New York City newly-adopted sabbatical leave plan has been severely attacked by the Teachers' Interest Organization, which opposes the plan by which salary of substitutes is deducted from salary of the teacher on leave, while no similar provision is made for the supervisors. This shows partiality in favor of the supervisory staff, states the organization, and makes the entire plan a "joke."

The organization approved the five-year retirement bill now before the State legislature, which provides that teachers retire on the average salary of the last five years, instead of the last ten years, since the salaries have been increased during the last five years. Approval was also voted to the bill which allows retirement after thirty years of service, instead of thirty-five.

Arizona is apportioning, this year, about \$29 per capita, on the basis of attendance, to the schools of the state.

Progress made in the control of diphtheria during the last twenty years through the use of antitoxin and of Schick testing has been remarkable. In the period immediately following the general introduction of antitoxin in the treatment of the disease, 1894 to 1905, the death rate in 23 American cities declined at a rate of 10.4 per cent per year. In 1918, however, the new era of Schick testing and the administration of toxinantitoxin began, and with it there set in a further acceleration in the rate of fall of the diphtheria death rate. During the period 1918 to 1923, the diphtheria rate fell on the average of 10.3 per cent per year. This is the same rate of fall which was observed in the twelve years following the widespread adoption of Von Behring's antitoxin. During the past six years the death rate has declined almost by uniform annual decrements. And, if the prevailing rate of fall continues in the immediate future, we may expect a negligible diphtheria death rate in the year 1930.

Physical disability of pupils in California is decreasing. The problem of excuses from physical education on account of physical disability is gradually solving itself. At the present time only 1.5 per cent of pupils are excused for this cause, nevertheless frequent inquiries indicate that the State Board ruling regarding this matter is not generally understood. The ruling which is in force at the present time is as follows:

"Students excused from physical training activities, or from other minimum requirements set up by the State Board of Education for more than a temporary period, on account of general organic, or nervous weakness, shall be limited to a program of not to exceed twenty periods per week of recitation, or their equivalent, during such period of exemption, unless in the opinion of the regularly established school health department of the school district, such limitations are not essential to conserve the health of such students."—Dr. Herbert R. Stolz.

The Texas School Survey ordered by the state legislature in 1923, is completed and first copies of the report are now being revised, prior to release. Six or more volumes will house the findings. Dr. George A. Works, of Cornell University, was director of the Survey.

WANTED Women Teachers For Summer Work

Would You Like to Travel All Summer Long—engaged in a work that capitalizes your teaching experience and offers unusual financial returns? One of the country's old and well established business houses, with a nation-wide organization, will have openings for nearly 100 women teachers this Spring and Summer. These positions are paying other teachers from

\$200 to \$400 A MONTH

Applicants must have had two years college or normal school training, three years of teaching experience, and be between 25 and 40 years of age and in good health. Positions will be filled in the order applications are received, with preference to those of highest qualifications who can work longest. Give age, education, experience, date when your school closes and number of weeks you can work in your first letter.

Address Dept. S. D. 5, S. J. GILLFILLAN, Garland Bldg., Chicago, Illinois

Say you saw it in the Sierra Educational News

The Spanish language is being "taken" by myriads of American high school students, ostensibly because it will be useful in the future closer relations of this country with Mexico and the rest of Latin-America. At least, this is the fiction; and it may be the real reason, in the minds of parents and of some teachers. But not to the pupils! Few have any plans of engaging in business in Latin-America. Some foreign language is "required" and Spanish is notoriously easy. French is next-easiest, and so is next in popularity. Latin is hard, if you really learn it. But the "small Latin" which is so popular now is not beyond the mental continuity of the jazz age. Parents demand it, because in their generation it was the hall-mark of educational gentility. That is all. Spanish is a great, a beautiful, a noble and a useful language. But do not flatter yourselves that this is what high school students find in it. All they need to know is that it is "easy."—Stockton Record.

Great significance attaches to a recent decision of the Supreme Court of Oklahoma to the effect that the burden of education rests upon the state rather than upon the rural community. Teachers in some districts are poorly paid and schools are kept open less than the maximum period because of the fact that property is evaluated too far below its actual worth or taxes are assessed at too low rates. No child should lack opportunity for education on account of being obliged to go to school in a district in which the people are not alive to the importance of education. No doubt the Oklahoma decision will have great influence in accelerating the movement now general for equalization of educational opportunity. California took the lead with her far-sighted Amendment Sixteen.

We assert as a fundamental truth that the teaching service rendered on each successive level of the school course of twelve years requires equal,—though not necessarily the same,—ability and knowledge, is equally valuable to the community, and, therefore, should receive equal regard where teacher-qualifications are the same.—Denver Classroom Teachers' Association, Denver, Colorado.

The cost of women's clothing has increased 17% less than has that of men, since 1914, according to official figures of the National Conference Board. The average advance in the cost of a year's allowance of clothing, from 1914 to 1924, was 81 per cent for men and a little more than 64 per cent for women.

A Council for the development of education and for vocational guidance has just been organized in Portugal. Among the duties of the council are the organization and supervision of a system of scholarships, vocational guidance and placement work, the encouragement of research, and the publication of results, creation and administration of museums and teachers' institutes, and the submission to the government of information on subjects connected with education. The council is to be composed of 21 members, of whom 7 are appointed by the government.

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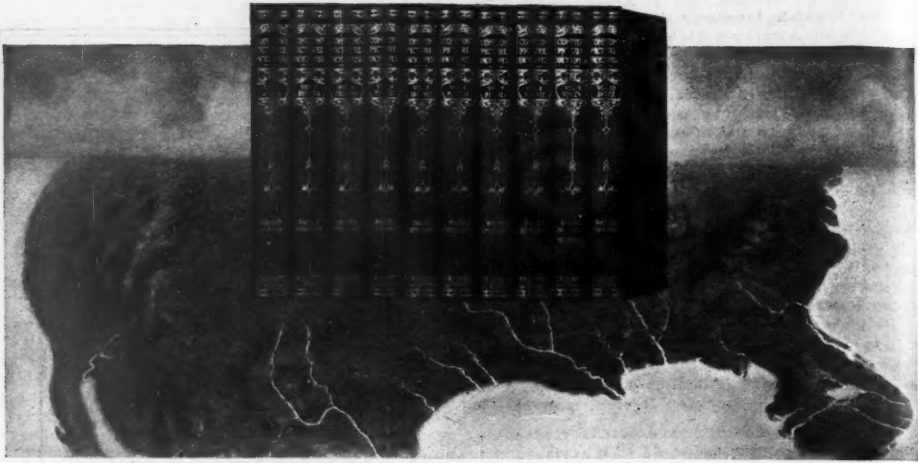
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